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ABSTRACT

In the spring of 1979, the National Institute of Education, in collaboration with the United States Office of Education, the UCLA Center for the Study of Evaluation (CSE), and members of a nation-wide network of research and development agencies, sponsored a national colloquy on the theme that testing could have an important impact in improving the effectiveness of instruction, but that much remained to be understood about testing needs and problems. Eight regional conferences were held. Each conference involved presentations from national and regional figures in the area of testing and instruction. The conferences also provided an initial training opportunity in test development and test selection to acquaint participants with some of the newer ideas in the field. Each conference devoted its second day to important regional issues and needs. The recommendations of the regional conferences can be synthesized as follows: (1) current testing perspectives need to be refocused; (2) decisions about test development and selection should involve a much broader constituency than is presently the case; (3) the instructional application of testing needs to be refined; and (4) greater coordination is needed among federal, state, and local testing needs. Some implications growing from these recommendations are presented. (Author/BW)

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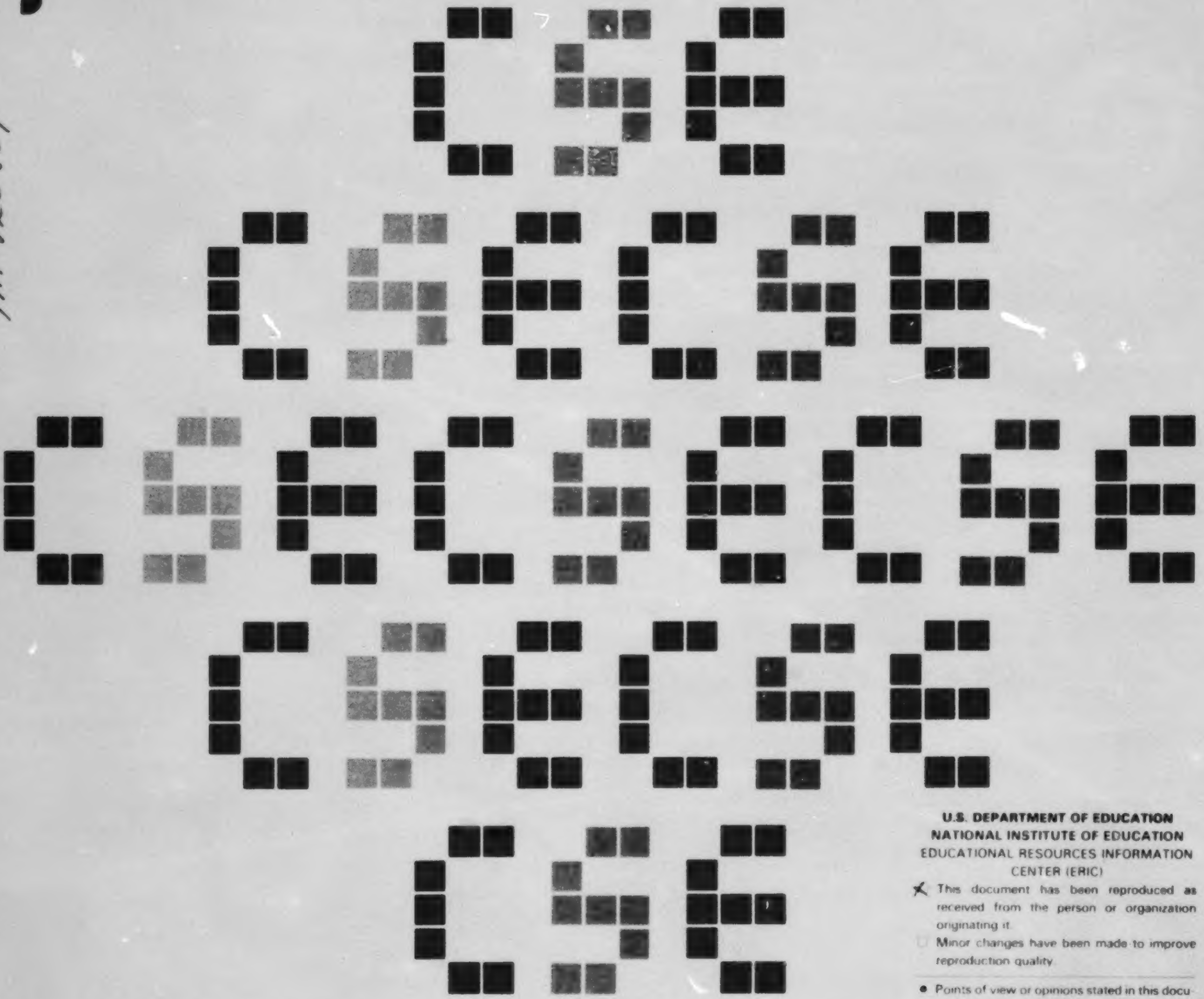

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Final Report

REGIONAL CONFERENCES ON TESTING AND INSTRUCTION

Submitted to
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The intent of the contract was to secure regional participation in the dialogue surrounding the use of tests in public schools, and essential to the success of this effort was the participation of regional educational laboratories and organizations. We wish to thank the directors of Central Midwestern Regional Educational Laboratory (CEMREL); Northwest Regional Educational Laboratory (NWRL); Midcontinent Regional Educational Laboratory (McREL); Research for Better Schools (RBS); The Network; Southwest Educational

Development Laboratory (SEDL); and the Southeastern Regional Consortium who sponsored conferences in their region--for their initiative, their planning, and their excellent management of the conferences on site. In addition, we wish to thank Directors Hemphill, of the Farwest Regional Education Laboratory (FWRL); Schutz, of the Southwest Regional Laboratory Educational Research and Development (SWRL); and Eidell, of the Appalachia Educational Laboratory (AEL) for their assistance; and the Council for Educational Development and Research (CEDaR) for their aid and coordination.

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We wish also to recognize the participation and advice of Bernard McKenna, Frances Quinto, and Robert McClure of the NEA, and Eugenia Kimble of the AFT.

Products associated with the conferences were designed to assist practioners. First, we were to produce a book of readings on testing and instruction drawn from the principal speakers' presentations at the regional conferences. Substantive review of these papers by Bernard McKenna of the National Education Association was invaluable in this regard. Second, we were to produce a set of training materials on test development and selection drawing upon drafts of materials produced for the regional conferences. For external review of the draft materials, we are again indebted to Bernard McKenna, as well as Judah Schwartz of MIT. We thank our own staff members, Gwyn Enright and Brian Stecher, for their separate materials review of

subject matter examples and the careful revisions they made on the basis of all reviews.

EXECUTIVE SUMMARY

NIE REGIONAL CONFERENCES ON TESTING AND INSTRUCTION

In the Spring of 1979, the National Institute of Education, in collaboration with the United States Office of Education, the UCLA Center for the Study of Evaluation (CSE), and members of a nation-wide network of research and development agencies, sponsored a national colloquy on the role of testing in the public schools. Of strongest significance was the conference theme that testing could have an important impact in improving the effectiveness of instruction, but that much remained to be understood about testing needs and problems. Eight regional conferences were held as a way to share information among approximately 1200 participants. These people represented the community, parents groups, and the professions of teaching, educational research, policy, and administration and represented local, state, and regional interests.

Each conference involved presentations from national and regional figures in the area of testing and instruction, and included university professors, representatives of professional organizations, publishers, and school personnel. The conferences also provided an initial training opportunity in test development and test selection to acquaint participants further with some of the newer ideas in the field. Each conference focused its second day on regionally important issues and needs. Significant outcomes of the project were the recommendations provided from this diverse group on areas for continued support at the federal level. In addition, an edited set of speakers' papers and the training materials in test development and selection were also important resources developed from the set of conferences. Agencies providing local support and organization were:

The Network
Research for Better Schools
Southeastern Regional Consortium
CEMREL, Inc.
Southwest Educational Development Laboratory
Midcontinent Regional Educational Laboratory
Farwest Regional Educational Laboratory
Northwest Regional Educational Laboratory

Overall conference support and materials preparation were the responsibility of CSE.

The recommendations of the Regional Conferences can be synthesized as follows:

.. current testing perspectives need to be refocused
.. decisions about test development and selection should involve a much broader constituency than is presently the case
.. the instructional application of testing needs to be refined
.. greater coordination is needed among federal, state, and local testing needs.

Some implications growing from these recommendations are presented.

Work associated with the planning and conduct of the regional conferences took place between October 1978 and September 1979. Work associated with the product revisions took place between April 1 and August 31, 1980. The final products of the contract extension consist of (1) a book of readings on testing and instruction compiled from the invited speakers at each regional conference, and (2) a set of training materials on test development and selection drawn from the materials introduced at the conferences.

THE REGIONAL CONFERENCES: PLANNING, PURPOSES AND PROCEDURES, AND FOLLOW-UP

Overview to the Conferences

On March 1-3, 1978, the Department of Health, Education and Welfare convened a National Conference on Achievement Tests and Basic Skills in Washington, D.C. The purpose of the National Conference was to bring together teachers, educational administrators, testing experts, local, state, and federal government officials, and parents and community representatives to begin a national dialogue about the role that achievement testing can play in improving the quality of elementary and secondary education. Among the policy recommendations stated at the National Conference was the need to encourage awareness of a broad view of American education, a view in which testing is only one part of the endeavor; to promote appropriate expectations about the uses and limitations of tests and testing; and to involve a diverse constituency in discussions of issues and development of solutions. Among the implementation recommendations growing out of the National Conference was that the federal government should convene conferences and training workshops for the diverse audiences who are involved in or affected by tests and testing. The Regional Conferences on Testing and Instruction, discussed in this report, are one response to these recommendations.

The contract for developing and supervising the Regional Conferences on Testing and Instruction was awarded to the Center for the Study of Evaluation (CSE) at the Graduate School of Education, University of California at Los Angeles by the National Institute of Education (NIE). The conferences were a project under Testing, Assessment and Evaluation of the Teaching and Learning Division of NIE. Each Regional Conference was intended to offer presentations on two major topics: the uses and limitations of testing, and the function of testing as a tool in classroom instruction. Participants at each conference were to consist of instructional, administrative, policy, and research personnel, as well as members of the local community. The conferences were intended to foster a collaborative approach to issues of testing and instruction, to provide a broad overview to some of the major concerns in testing and instruction, and to attempt to translate these broad concerns into issues and implications of importance to the particular region.

To meet these goals, a series of two-day Regional Conferences on testing and instruction was planned. The conference for each region was coordinated by CSE and a regional educational laboratory or agencies in cooperation with the United States Office of Education Regional Commissioner. Since the NIE procurement specified only eight conferences, two sets of regions were combined (Regions I and II, and Regions VII and VIII). The eight conferences were conducted during March, April, May, and June, 1979. In addition to presentations on the major topics of interest, each conference also offered a second set of agenda items specific to the region in which the conference was being conducted.

After initial discussion with NIE representatives on the structure of the conferences, CSE had identified the following set of tasks to perform:

1) identify regional agencies with whom to coordinate effort
2) plan the "national" agenda, that is, the common theme for Day I of all conferences
3) identify a list of Day I potential speakers, and contract with those selected by the regions
4) identify the structure of the two-day agenda, e.g., how much time in small groups, etc.

5) provide liaison and assistance to regional agencies
6) develop and supervise sub-contracts for local conference activity
7) develop invitation protocols
8) adapt and develop materials for workshop activity on testing and instruction
9) approve regional agencies' plans for speakers and conference structures
10) provide on-site assistance in training facilitators for small group sessions
11) maintain contact with the NIE
12) synthesize recommendations from the eight conferences
13) prepare final report

The CSE director discussed the conference activity with the laboratory directors when it was first suggested by NIE. Following award of the contract to CSE, each director was contacted to determine the lab director's intention of participating, and to obtain the name of a staff person authorized to work with CSE on the project.

Since the conferences were designed to be regional, and since many of the laboratories operate Regional Service Programs, CSE also consulted with Ed Ellis, Assistant Director for Regional Programs, Division of Dissemination and Improvement of Practices, of NIE, at a joint meeting of the Council for Educational Development and Research (CEDaR) Communicators and the Regional Service Program in Oregon, Fall 1978. Thus, two divisions at NIE, the Teaching and Learning Division, and the Regional Service Programs, were aware of the collaborative effort.

As potential agenda items were discussed between representatives of CSE, the regional laboratories, and the NIE, draft versions of the two-day conferences were formulated. Reviews of these drafts were conducted to ensure that the final set of agendas would reflect the intent of the project: to design and conduct two-day conferences on testing and instruction where

(1) the first day of each conference would be relatively constant and consist of major speaker presentations on testing and instruction, and hands-on activities on issues in testing and instruction; and (2) the second day of each conference would continue these two themes but through a set of specific problems and issues important to each region.

A set of tasks was developed which provided the core requirements for regional subcontractors.

Each regional agency was to:

1) coordinate with appropriate Office of Education Region and Chief State School Officers
2) specify preferences for Day I speakers
3) implement invitation protocol to assure representation of appropriate groups
4) select site and coordinate on-site activities, e.g., room arrangements, luncheons
5) plan with assistance from CSE the Day II agenda
6) prepare pre-conference announcement
7) provide facilitators for small group activities

These tasks were to be implemented with assistance from CSE and the National Institute of Education.

The educational or other agency sponsoring a Regional Conference, the United States Office of Education region represented, locations and dates of conferences, and the designated laboratory/agency liaison were:

Laboratory/Agency	Region	Conference Location	Dates	Designated Liaison
Central Midwestern Regional Educational Laboratory	V	Detroit, MI	Mar. 27-28	James Winters
Northwest Regional Educational Laboratory	X	Vancouver, WA	Apr. 30-May 1	Beverly Anderson
Midcontinent Regional Educational Laboratory	VII-VIII	Kansas City, MO	May 7-8	Linda Sikorski

Laboratory/Agency	Region	Conference Location	Dates	Designated Liaison
Farwest Regional Educational Laboratory	IX	Los Angeles, CA	May 14-15	Lynn Jenks
Research for Better Schools	III	Haverford, PA	Jun. 4-5	Marcie Sachs
The Network	I-II	Boston, MA	Jun.11-12	Clare Durocher
Southwest Educational Development Laboratory	VI	Houston, TX	Jun.21-22	Hardy Murphy
Southeastern Regional Consortium	IV	Atlanta, GA	Jun.25-26	Jack Cook

Conference Organization

Certain principles were agreed upon by the CSE staff, the NIE project officers, and the directors or coordinators in the regional agencies. In brief, each conference was intended to:

1) provide a basis for a discussion of the uses of tests in schools
2) provide a basis for discussion of the relationship of testing to instruction
3) provide a regionally-relevant agenda
4) provide an introductory training experience in the development and use of tests to improve instruction
5) provide a forum where representatives of federal, state, and local educational agencies could meet with public school teachers and with university personnel to consider the issues involved in testing
6) elicit feedback from participants regarding needed research, development, or technical assistance in the area of testing

In an attempt to reach the intended broad constituency, invitational protocols were designed. These protocols were intended to ensure that participants would consist of approximately 50% instructional staff, 25% administrative personnel at school and district levels, and 25% governmental and community representatives. Each conference was planned to accommodate approximately 200 participants.

CSE's responsibility in the planning and design of the conferences was to formulate all the presentations and activities of the first day. Thus, CSE provided each regional sponsor with a suggested list of nationally recognized experts in the areas of testing and instruction. Each region, with one or two exceptions, invited a speaker from the CSE suggested list to address the testing theme and the instruction theme. In the case of the exceptions, either a suggested speaker initially selected by the region was not available, or the regional staff suggested a speaker not on the CSE list. These latter speakers were chosen because of their familiarity with regional concerns and because they had previously worked with and established rapport with the regional constituency. (A list of invited speakers on testing and instruction appears in Appendix A.) In addition, it was agreed that CSE was responsible for providing practice activities on the themes of testing and instruction during the afternoon of the first day of each conference. Training of staff, as necessary, to conduct these afternoon sessions was a joint CSE-regional agency responsibility.

Sessions designed for the second day were to address, through speakers, special interest groups, and panels, topics under testing and instruction of particular interest in the region. It was planned to enlist speakers from within the region for each second-day topic or issue.

In addition, regional sponsors were responsible for providing a mechanism to elicit local recommendations about issues and implications in testing and instruction.

General Schedule for Each Conference

The first day of each conference generally consisted of introductory remarks to set the scope, focus, and intentions of the conference, usually made by the regional sponsor, i.e., laboratory director. These introductions were followed by presentations on the major themes of testing and instruction. The major presentations were summarized by a CSE staff member to reiterate their major points, to provide a bridge to and focus for the afternoon training activities, to begin the process of establishing the regional flavor of the conference, and to initiate thinking on the need to address regional recommendations and implications.

Afternoon activities consisted of small group activity on issues in testing and instruction. Participants broke into small groups and, facilitated by CSE and regional staff, discussed morning presentations and were oriented to materials of relevance to test development/selection from the standpoints of instructional sensitivity and technical quality. Summaries of major addresses on testing and on instruction and descriptions of CSE materials are presented in the next two sections of this report.

Second-day activities focused on the major issues in a manner deemed appropriate to the region, translated issues into regional questions, and elicited a set of recommendations. Regional recommendations are discussed elsewhere in this report, and all conference agendas are presented in Appendix B.

Follow-up to the Conference Activities -- Extension of Original Contract

As previously stated, the Regional Conferences were intended to stimulate a broad view of American education in which testing is seen as only one part of that endeavor. Further, the conferences were intended to develop realistic expectations about the uses and limitations of tests and testing and to involve a diverse constituency in dialogue about the issues involved in tests and testing and possible means of solution.

As a springboard for such dialogue, each regional conference presented an invited speech on testing uses and limitations and an invited speech on the uses of testing information in instruction. These talks provided a bridge for the introduction of training materials addressing questions of test development and selection.

At the conclusion of the contracted work associated with planning and conducting the Regional Conferences, CSE proposed a no-cost extension of work to the National Institute of Education. This extension was designed to meet two broad purposes. First, CSE would produce a book of readings based on the invited speeches on testing and instruction. Second, CSE would revise the training materials on test development and selection on the basis of external review (these materials had already been somewhat modified on the basis of pre-conference try out and their reception during the Regional Conferences). Preparation of both the book of readings and the revised training materials were intended to continue the kinds of dialogue begun at the Regional Conferences and to make the results of such dialogue potentially available to teachers, administrators, theorists, researchers, and policy makers.

The work associated with this extension took place between April and August, 1980.

The Book of Readings

A total of eleven invited presentations resulted from the eight Regional Conferences (some speakers were invited to make presentations at more than one conference). CSE tasks associated with producing a book of readings from these invited presentations were as follows:

- to edit the invited speeches, prepare transitional materials, and have the edited presentation reviewed by the authors
- to subject the edited papers to external review
- to revise the materials as necessary
- to prepare materials for potential, commercial publication

The effort required by CSE to edit the papers varied widely among the authors. In some cases, invited speakers had prepared draft papers; editing of these papers primarily required the kinds of changes associated with copy editing -- consistency of prose style, tone, point of view, grammatical and syntactical considerations. In some cases, speakers' presentations were less formal and relied primarily on notes. In these cases, editing required by CSE staff was extensive. This work involved transcribing taped presentations, altering style and delivery patterns into a form appropriate for formal book publication, writing transitional pieces between sections of the speech, writing summaries, and so forth. In a few cases, speakers made informal presentations on the basis of their previous work already in print. In one case, this kind of presentation cut across more than one earlier paper by the author. For the speeches presented in this mode, CSE editing was again extensive and, in effect, amounted to large amounts of writing and/or re-writing for consistency and appropriateness for the audiences envisioned for the book of readings.

All edited papers were sent to authors for review and approval. At the same time, CSE staff wrote introductory materials for the draft book of readings, and a concluding section.

The edited papers were reviewed by Bernard McKenna of the NEA. Final revisions were made and the volume now stands ready to be considered for commercial publication.

The Revision of CSE Training Materials

As will be seen in a later section of this report, the CSE materials on test selection and development had already been subject to revision on the basis of local try-out and feedback from the earlier Regional Conferences. It was felt, however, that the materials, given their potential use by and effect upon classroom teachers, should be viewed by external experts. CSE tasks associated with revising the materials consisted of the following:

- field test
- revision
- external review
- final manuscript typing.

Judah Schwartz of MIT reviewed the draft materials in terms of their methodological soundness and the relevance and accuracy of the domain specification examples they provided. Bernard McKenna of the NEA reviewed the materials from the standpoint of classroom application -- are they potentially useful to teachers? are they sufficiently broad to allow users to consider development of a wide variety of assessment techniques? are exemplary materials relevant and accurate? In addition, both external reviewers examined the leaders' guide accompanying the materials. Concurrent with these reviews, the materials were tried-out with teaching and central office staff of a local school district.

After the reviews, and the local try-out, the materials were subject to a final level of scrutiny -- this time by CSE staff with a background in tests and testing and who represented classroom teacher experience and content knowledge in the skill areas dealt with in the materials.

These CSE staff (1) independently of each other and of the external reviewers provided detailed critiques of the materials and made suggestions for revision; (2) examined the results of the critiques made by the external reviewers; and (3) made appropriate changes to the training materials and to the accompanying leader's guide. All changes are now incorporated in the final version of the materials. CSE is presently considering appropriate means of disseminating these materials; for example, it may be that a commercial publisher interested in the book of readings would see value in appending practical test development/selection materials with the readings on testing and instructional issues.

Summaries of the invited speeches and CSE training materials appear in the next two sections of this report.

SUMMARIES OF INVITED PRESENTATIONS ON TESTING AND INSTRUCTION

As mentioned previously, each Regional Conference offered two major presentations during the first morning, one on testing and one on instruction. Speakers on testing frequently discussed tests from the standpoint of their uses and misuses. Speakers addressing instruction often discussed the instructional implications of testing. Since the speakers usually differed from conference to conference, and therefore the participants across all sites did not have the opportunity to hear the total range of issues offered by all major speakers, summaries of their presentations are included here, organized by the invited topics of testing and instruction.

Presentations on Testing

1. Ron Edmonds

Ron Edmonds is Senior Assistant to the Chancellor of Instruction, Board of Education of the City of New York. In his talk on testing, Edmonds' major concern was with the organization and administration of schools to lead to a more equitable distribution of basic skills; he believes that schools cannot proceed to equity until they respond to those students presently getting the least from education. In Edmonds' estimation, current norm-referenced testing practices have too great a hold on American schools, and that hold is the greatest single impediment to the equitable provision of the goods of education -- particularly in the area of acquisition of basic skills. Part of the solution strategy offered by Edmonds involves the local generation of criterion-referenced tests.

Edmonds sees four major impediments to solving the problem of test misuse vis-a-vis the equitable delivery of basic skills: (1) educators and others are too timid, too slow, and/or too indifferent to instructional equity; (2) there is a great need for more rigorous analysis of test uses and abuses; (3) public understanding is modest and misunderstanding so pervasive that there is a great need to inform the public before improvement can take place in testing; (4) the vested interest of the commercial testing industry.

Edmonds is also concerned with the interaction between pupil performance and family background. He believes that pupil family background in itself is not the principal determinant of achievement, but rather how schools respond to that background. Discussion of this kind of issue is the first step in the consideration of instruction and test content and the kinds of items developed to measure desired skills. Such discussion should focus on school organization and administration, so that schools become more democratic and equitable in what they deliver.

Edmonds' approach to the use of criterion-referenced tests calls for public discussion of what parents and others want children to know and be able to do to demonstrate acquisition of basic skills. This public discussion must involve examination of student instructional needs and scrutiny of the measures to be developed and the outcomes they will tap. After resolution of these instructional and testing issues, schools should consult the professional test maker to guide local development of measures that are technically sound, instructionally relevant, and responsive to the results of the public needs sensing.

Locally generated criterion-referenced tests can provide schools with information that is very useful in the attempt to deliver basic skills to many more students than is currently taking place. One role of criterion-referenced tests in this regard is to provide families of students with a basis to discuss with schools the acquisition of basic skills; these tests would provide a description of pupil progress in relation to what their parents want them to know. That is, schools need to become more equity oriented; criterion-referenced test results can be used to involve parents in this movement.

With the use of criterion-referenced tests as defined by Edmonds, three defensible purposes of testing emerge: (1) to judge the instructional effectiveness of the school building -- to distinguish between schools that are and are not instructionally effective; (2) to report individual pupil achievement -- not in a normative manner, but in terms of what the student currently knows; and (3) to report individual pupil diagnosis and design instructional prescription that will improve the diagnosed deficiences.

2. William Coffman

William Coffman is Director, Iowa Testing Programs, University of Iowa. One of his major concerns is that the public is very interested in getting a simple answer to the question of how well their schools are doing. Since standardized tests are standardized, they ought to be able to provide that simple answer. However, interpreting test results is not a simple job. When they are faced with a choice between having test results that are misused and having no test results, teachers will generally opt for no test results, as is currently evidenced by resolutions for a moratorium.

Coffman suggests that the greatest error made is to assume that because standardized tests carry impressive technical manuals, and have names that appear to focus on desirable learning, they are more accurate and relevant measures than they actually are; that is, that they are more valid and reliable than they actually are. By way of example, Coffman cites the Iowa Test of Basic Skills (ITBS). Its reading comprehension subtest is reported to have a reliability of approximately .85 when used at a particular grade level. But the standard error of measurement reported in the test manual means that the reported score for a pupil may differ by several units either way from the true score one would obtain from averaging many different tests like the ITBS but with different questions. The difference between reported score and true score may lead to students being placed in too low or too high a percentile rank. It takes considerable experience to be able to treat test scores as indicators, as useful information in the context of other information one might have about a pupil. Yet it is probably better practice to have periodic test reports than to depend entirely on subjective impressions, especially if one has the results of other tests in a comprehensive battery as additional checks.

Still citing the ITBS, Coffman then discussed its language subtests -- spelling, capitalization, punctuation, and usage. The composite based on these four subtests has a reported reliability considerably higher than the reading comprehension -- between .90 and .94 for the typical grade with estimates of standard error of measurement ranging between 2.0 and 5.6. Therefore, one can obtain a relatively more accurate estimate of the ability of a pupil to answer multiple-choice questions about the mechanics of English composition than about the same pupil's ability to answer questions about passages read. But Coffman raised the question about how much can be said about a pupil's ability to express thoughts in writing on the basis of scores on the language subtests.

The problem of reliability is less severe when one looks at average scores for a class or school rather than at scores for individuals. However, by focusing on output only and by assuming that the test is a comprehensive and valid measure of whatever it is named, test results can be misused. A school with below average test scores may be doing an excellent job, while a school with above average scores may be doing a mediocre job. This problem often leads to use of pre- and post-measures to determine which schools have the greater gains. However, given the considerable error in any standardized test score, the gain scores derived from testing at the beginning and end of a period of instruction reflect the errors of both measurements and thus become even less dependable than the test scores themselves.

Coffman then turned to discussion of the USOE guidelines for the evaluation of Title I programs. These guidelines, he suggests, are strong on statistical manipulation and weak of validity. Each of the three Title I models rests on assumptions which are not likely to be met in the situations in which the models are applied. For example, one model assumes that the national norms for a test are appropriate references against which to compare a Title I program. The appropriateness of this comparison, however, can only be made by local educational authorities who are knowledgeable about local objectives and informed about what particular teaching, learning, and other contextual activities are occurring at the local Title I site. A second model calls for the identification of a comparable group of pupils with which a group receiving Title I treatment can be compared. The experimental comparison required by this model is usually not feasible in education. The third model assumes that the performance of pupils in a school not provided with Title I treatment is adequate as an indicator of what would be a reasonable expectation if no Title I treatment has been provided. While the analyses emanating from this model may look impressive, again the underlying assumption is usually not met and so the conclusions are usually invalid.

Coffman points out that we should not attempt to draw conclusions from such comparisons on the basis of test scores alone without applying professional judgement to make adjustments for the effects of variables assumed to be controlled and which usually are not.

In terms of criterion-referenced tests, Coffman believes that their advocates seem to suggest that such tests avoid all the problems of validity and reliability encountered with norm-referenced tests, a supposition he does not accept. In this regard Coffman raised issues of objective focus, setting standards or cutoff scores, and number of items answered correctly to infer mastery. Coffman feels that any good achievement test should be a sample from some criterion domain and that, instead of comparing norm- and criterion-referenced measures, we should be concerned with the breadth or specificity of the domain and with whether the interpretation of the score is norm-referenced or criterion-referenced. With a norm-referenced interpretation we need to ask how good is the obtained score as an estimator of the true score of the pupil on the developmental scale used for reporting. With a criterion-referenced interpretation we need to ask what is the probability that we have classified the pupil correctly or incorrectly.

Coffman concluded by addressing the minimum competency movement. He feels that funds being spent on the development and operation of minimum competency testing programs might better be directed at efforts to understand how to work effectively with children who are not learning at a normal rate.

He believes that our current problem is not that educators cannot identify deficiencies, but that it is difficult to know how to solve a particular learning problem.

By way of summarizing Coffman offered the following points:

1. tests are professional tools that are not to be treated over-simplistically
2. tests are indicators to be used as guides to judgements; they are not substitutes for professional judgement
3. both norm- and criterion-referenced interpretations of test scores are useful and informative and should not be set up as antagonists
4. there is a major task of educating people to what tests can and cannot do

3. Peter Airasian

Peter Airasian is Professor of Education, Boston College. In his presentation, Airasian provided a perspective in which to place current debate over uses and misuses of standardized achievement tests. He defines an achievement test as a sample of behavior that is used to make inferences about a larger domain of behavior. On the basis of this sample of behavior inferences about how pupils would perform on the larger domain are made. Three points of interest emerge from this definition of a test. First, when we examine the content validity of an achievement test by comparing the objectives of instruction to the items in the test, we are asking whether there is sufficient correspondence between what was taught and what is being tested to permit valid inferences about pupil learning. Second, no test provides an exact inference about a pupil's performance on the larger domain of interest; because a test is a sample of behavior, the results of a test are subject to error. Third, the word "test" is a generic term, encompassing not only standardized tests, but also other educational situations in which a sample of behavior is used to make inferences about an individual's or group's characteristics. Many so-called alternative assessment procedures such as pupil interviews and examination of work samples are also tests. While they differ from traditional norm-referenced tests in form and content, as well as in the way results are presented, they are nonetheless tests.

Airasian sees the social context of schools and classrooms as testing situations with or without the introduction of standardized achievement tests. Even if standardized tests were eliminated, a great deal of testing and inference making would still go on in schools and classrooms. But this is quite proper, since one of the primary roles of a teacher is to guide student learning, and this cannot be accomplished without testing in one way or another. It is therefore simplistic for critics of standardized tests to argue that with the abolition of such tests will emerge classrooms not concerned with testing or inter-pupil comparisons.

With this background information given, Airasian then turned to areas in which standardized achievement tests have been criticized. These kinds of criticisms can be presented in terms of three general areas. They are criticized on the basis of characteristics intrinsic to the tests; that is, on the basis of what the tests are or what they measure. They are also criticized on the basis of characteristics not intrinsic to them; that is, on the basis of what they are not or do not measure. Lastly, they are criticized on the basis of what they do; that is, on the basis of their effects on pupils, teachers, and the educative process in general. For example, criticisms related to characteristics intrinsic to the test might be that standardized achievement tests mean that about half the pupils tested will be below average; or that standardized tests measure only a small portion of what teachers and schools try to do. Examples of criticisms related to characteristics not intrinsic to the test might be that standardized tests are not diagnostic, or that they do not measure creativity, interests, initiative, values. Examples of criticisms related to the effects of tests might include that standardized achievement tests label pupils, mislabel pupils, that they dominate school curriculum, or that they foster competition in the classroom.

But there are anomalies among these kinds of criticisms. First, standardized tests are criticized because they measure a limited and trivial dimension of the entire pupil. The same tests are criticized by others because they measure too broad a range of pupil characteristics. Second, many of the criticisms concerning the characteristics which tests do or do not possess may be overcome in practice by the informed selection of tests in the first place. Third, given that any test is a sample of behavior might be taken as an argument for using more tests to measure additional areas rather than as an argument for abandoning standardized achievement tests altogether.

Airasian then offered four actual misuses of tests to consider. First, it is a misuse of standardized achievement tests to treat scores as if they were an infallible, unchanging index containing to error. Any test score contains error, insofar as it is impossible to say with certainty that the individual's observed score indicates his or her "true" performance on the general domain to which we wish to make inferences.

A second misuse occurs when a single test score is used as the sole criterion for making important decisions about individuals and programs. Test results should always be interpreted in light of various contextual parameters which characterize the pupils, teachers, and the general school environment.

A third major misuse of standarized achievement tests occurs when uncritical assumptions are made about the traits that a test is presumed to measure. Just because a test has the word achievement in its title does not mean that for all pupils in all situations the test taps only or even exclusively achievement. For some groups, depending upon the nature of the instruction they have received, the test may not be a measure of school achievement at all, but rather a surrogate measure of verbal fluency, home background, or social status.

A fourth misuse of standardized achievement tests occurs when the information provided by a test score is confused with interpretations of what caused the behavior to be summarized by that score. A test score is a numerical description neither good nor bad in its own right but only when it is interpreted in terms of some judgmental criterion; it provides an estimate of an individual's performance at a given point in time; it does not tell us why the individual performed as he/she did; it represents an abstraction from the contextual parameters which might relate to or influence it.

No single test, given at any single time and divorced from consideration of contextual contingencies, should serve as the sole criterion for making decisions or providing explanations of pupil behavior. Within the classroom, there is one primary use of standardized achievement tests. They provide an additional source of evidence about pupils which teachers may use to corroborate their own judgements and perceptions about pupils. Often, test results will tend to agree with teacher judgements; where they do not, a flag may be raised to suggest further consideration of particular pupils.

4. William Angoff

William Angoff is the Executive Director for Technical Development at Educational Testing Service. Although many of his remarks were set in the context of the history of standardized testing in the United States, his presentation did deal with aspects of test use and misuse. For example, Angoff believes that standardized testing, when used properly, is an indispensible tool in a democratic society in which large numbers of young people seek to advance themselves educationally, socially, and economically, and thus are asking to be evaluated as individuals without social, ethnic, national, or religious labels entering into the evaluative process. The four principal characteristics of standardized tests described by Angoff in this regard are their accuracy, objectivity, standardization, and comparability. Even though test scores are imprecise Angoff believes that they are still better than alternative devices such as subjective marks and grades, interviews, recommendations, rating scales, and oral examinations. No matter the indispensability of these alternative approaches, they are far less precise than we would like to believe and far less precise than standardized tests. Standardized tests, he maintains, still remain the most accurate measures we have.

On the matter of objectivity, Angoff believes that the kinds of alternative approaches to assessment listed above are subject to human bias. While standardized tests are susceptible to possible bias, if they are used as they are intended to be, they are free of bias. At the very least, they are free of the contamination that arises from preformed biases that creep into any evaluation of one human being by another.

Angoff cites the fact of standardization as the principal characteristic of standardized tests. Such testing is conducted under carefully controlled conditions, the scoring is done in precisely the same way for all examinees, raw scores are converted to scaled scores by means of the same conversion table for everyone.

Finally, Angoff cited comparability as one of the most significant developments in the field of standardized testing; that is, the statistical technique of score calibration which makes it possible to make valid comparisons between and among individual students and groups of students. Further, the same techniques of calibration allow us to combine data in various ways and make it possible, for example, to make comparisons across years and to plot and observe trends.

While tests have a useful and important place in American education, it is easy to overemphasize their value and make the mistake of placing too much reliance on them: tests are not perfectly accurate, they are not perfectly predictive, they do not measure the whole person, they do not measure native or innate ability, they do not measure the human potential, they do not compensate for unequal preparation or opportunity in previous exposures to education. On the other hand, standardized tests are more versatile, more useful, more objective, and much fairer than any other method we know for assessing human talent and abilities. However, they are not a panacea and should never be used in isolation to make important decisions when additional information is available.

5. Frank Womer

Frank Womer is Director, Michigan School Testing Service. Womer defined a test as a data gathering set of activities, and discussed the basic ways in which inferences about the meaning of a test score can be made; he defines the norm-referenced application as the attempt to make accurate comparisons of the performance of one student with other like students -- how a student ranks with his peers on the given set of questions used in the test; he defines the criterion-referenced application as the attempt to relate the test score of a student to some desired test score -- a desired test score being a standard that is deemed appropriate or even essential for students in a given grade or a given age.

Womer then described specific uses and abuses of tests as falling readily into one of three categories -- planning how to use test results, the testing (using) phase, and the actual interpretation.

Under the planning phase, Womer discussed the following issues:

Looking for information vs. looking for answers: Test scores should be seen as specific bits of information about performance on a test. They can be related to other kinds of information known about a student to add interpretative capability to the test score itself. A test score does not provide a set interpretation.

Looking for information vs. justifying prior judgements: Even worse than assuming that a test score equates automatically to a given answer is the situation in which a test user is concerned primarily with seeking test scores that confirm prior decisions or opinions.

Developing standards vs. borrowing standards: It is unwise to use test norms as test standards automatically; yet many consumers of test scores tend to set average performance as the expected standard for everyone.

Rather, attempts should be made to set standards of expected or hoped-for attainment independent of test norms.

Identifying needs vs. categorizing: To assume a student will maintain an undesirable level of competence on the basis of a low test score ignores the great variations in opportunities and motivation to learn specific cognitive skills and to practice these skills. Test scores should be seen as a challenge for improvement rather than as an impediment to improvement.

Judging effectiveness of learning vs. judging effectiveness of instruction: All achievement tests are designed to measure whether students have or have not learned something. But the test score they provide does not indicate the manner in which a child learned the skill or the conditions under which the skill was learned.

Under the using phase, Womer discussed the following kinds of issues:

Ascertaining what a test measures vs. assuming what a test measures: A test's title rarely describes specifically what is being measured in the test; it is therefore unwise to assume the test title will provide sufficient information either to select a test for instructional appropriateness or to interpret the results it provides.

Testing for individual needs vs. lockstep testing: Although group testing may be an essential ingredient in a testing program, it needs to be tempered with more individualization of testing than now exists. Teachers may not see the values of test results from a systemwide testing program nor be able to use them for their own instructional purposes.

Using repeated test measures vs. using single measures: It is unwise and dangerous to draw sweeping generalizations from single test scores; three or four test scores from different tests or alternate test forms taken some time apart may provide more reasonable evidence of a typical level of student functioning.

Understanding the nature of derived scores vs. superficial understanding: Misunderstanding and misuse of such commonly used test scales as the grade equivalent or the percentile is a severe problem. Such scales provide information about the ordering or ranking of scores and should not be used to draw exact inferences about differences between scores.

Interpreting variability vs. interpreting exactness: Since all test scores are subject to potential error, test users should interpret test results in a band around the specific score that a student obtained. Each test score should thus be seen as a range of scores within which a given student's attainment probably lies.

Making testing subservient to teaching vs. dominating teaching: Achievement tests should be tools designed to reflect the goals and objectives that teachers and others are attempting to attain.

Under the interpreting phase, Womer discussed the following:

Interpreting high scores vs. interpreting low scores: While there are only a few different ways to get a high score on a test -- to know the answer, to guess, to cheat, there are more different ways to get low scores -- not know the answer, poor guessing, poor motivation, lack of exposure to or practice with the skills being tested, etc. Therefore low test scores need not be permanent evidence of low attainment, and unwarranted interpretations of low test scores represent a major misuse of tests.

Sharing results with students vs. secrecy: If a test is really an information gathering device then that information may appropriately be shared with students: e.g., to help the students know when they have mastered something and when they need further study.

Needs assessment vs. certification of attainment: The results of standardized tests have been used for many years for purposes of demonstrating the levels of attainment reached by a group of students. But test results should also provide useful diagnostic information for the classroom teacher to help identify learning needs of individual students.

In summary, appropriate uses of tests can be maximized and abuses minimized if a test user knows what he wants from test results, selects tests designed to give that information, knows the characteristics of tests and test development, knows the characteristics of derived scores used to report test results, and treats the resulting scores as information that has potential utility for improving the learning of both individual students and groups of students.

6. Deborah Meier

Deborah Meier is a New York City School principal. She is concerned that so many teachers, parents, and legislators do not understand the terminology of standardized testing. The few terms that seem to be understandable and useful, such as grade level, are actually misleading. Yet there is almost complete reliance on formal test scores, even when they run counter to professional judgement of student competence. Given the great impact of testing on schools, and on teachers', parents', and children's attitudes toward schooling, tests must be scrutinized much more carefully.

To elaborate her position on formal testing, Meier used an autobiographical and anecdotal approach, with examples of conflict between test scores and professional judgement. For instance, she discussed the third-grade child who had been an early reader but who scored poorly on a formal reading test. Observation revealed that this child thought the "fairest" way to approach the test was to read the passage, then cover the passage with his hand and try to answer the questions; that is, to see how much of the passage he retained after reading it. For this child, because of his interpretation of the task, the test was not a "reading" test. Another example involved a kindergarten class Meier taught in Central Harlem. When the first of these children reached second grade, the age at which New York City begins testing, children that Meier had judged to be reading well scored poorly on the tests. These disparities led her to be more critical in her examination of test content and form and children's perception of the nature of the testing task.

Pursuing these issues as a teacher, Meier discovered many students who could read a passage with oral fluency, discuss it intelligently, and yet get the wrong answers on formal tests of its content. Some children gave answers based on experiences which, though reasonable, were not the experiences envisioned by the test makers; other children gave answers based on a logic the test was not designed to tap; still others chose a wrong answer because they misunderstood the task or the test directions. Again, for these children, the test cannot be considered a test of reading exclusively.

Working closely with these children, Meier would read passages and their questions aloud; many of the children did not fare any better on test questions even when they were relieved of the task of reading. Their difficulty lay not in reading as such but rather in dealing with content, reasoning, or deciphering the nature of the task or the bias of the test makers. Seemingly simple passages on a second- or third-grade reading test have subject matter, a particular terminology to describe the subject matter, and a particular way of demonstrating mastery. But even when children were not puzzled by the subject matter or led astray by false but clever guesses about the meaning of an unfamiliar term, they still often missed the test makers' logic in selecting the one correct answer.

Meier, then, is concerned about misuse or misinterpretation of the scores derived from standardized achievement tests. These tests, designed to discriminate among certain kinds of children, provide scores that are constant nationwide; half the children will always be labeled below grade level and half above, and so the demand that everyone read at or above grade level, using these test scores as criteria, is unrealizable.

This issue led Meier to consider the nature of bias in standardized tests. Test makers need items that discriminate among learners on a statistically predictable basis. They design items that will be answered wrong by certain kinds of children; and the same number of children in the population as a whole will answer particular items wrong as in the sample group on whom the tests were normed. What matters, according to Meier, is not the absolute "fairness" or "accuracy" of the "right" answers, but their ability to distinguish the better students from the less able ones and in so doing produce a predetermined scoring pattern.

A reading test, for instance, will have items in which vocabulary, subject matter, language style, metaphors, word and idea associations, and values assume a "mainstream" social and personal history. The child who has to stop and think about what these assumptions are will not do so well on the tests as the child for whom the assumptions hold. The tests thus provide a fairly accurate screening device -- separating children by their ability to handle "mainstream" culture from those who did not. The tests require a class and ethnic bias, and for reasons that are neither vicious nor prejudiced. The bias is simply a characteristic of this approach to measurement, but it must be recognized for what it is and what it produces.

Standardized tests produce a score that combines many traits, including the ability to read. But they are not a very helpful measure of what the school can do to help children learn to take meaning from what they read.

If standardized test scores are confused with how a child reads, then all children are done a disservice, but the disservice is most serious for disadvantaged children. It is therefore necessary to see the limitations of such tests, and use them sparingly and only when the information they provide is the information needed.

We need to admit that we have only imprecise ways to measure children's skill at something as deceptively simple as "reading." Our formal tools of measurement are no more objective or accurate than techniques in which a teacher listens to a child read a selection and then questions the child about the selection. Teachers and parents alike need assistance in understanding and accepting the diagnostic richness of these techniques. Nothing is more harmful to a good education than the present erosion of the capacity to make judgements, to have personal standards. Formal testing must be returned to its proper place -- as a minor adjunct of education. Perhaps then schools will be able to devote the time and effort needed to deliver equality and quality in education.

Presentations on Instruction

1. Eva Baker

Eva Baker is Director of the Center for the Study of Evaluation and Professor in UCLA's Graduate School of Education. Baker explained the current positions about testing as a function, in part, of the history and background of testing: tests have been used as or claimed to be used as an instrument fostering competition; the growth in testing technology has been continuous; the great belief in the psychological virtues of testing; and the great and varied claims about what tests can legitimately be used for.

Among these widespread claims are that tests provide useful information for decisions about student selection and/or program selection; to make decisions about classroom instructional practice; to permit comparative descriptions across schools; to provide useful information to a wide variety of concerned audiences; to make decisions about students' college entrance; to make decisions about teacher certification and/or evaluation; and that tests meet many mandated requirements for information about students and educational programs.

Given the apparent widespread use of tests, Baker is also concerned with determining how much testing is actually taking place; how much of the information provided by tests is actually used by teachers; to what extent the use of test information has an effect upon students, programs, and teachers; how much testing takes place not for the purpose of educational decision making but rather to satisfy external demands for information.

Should testing continue, Baker is also concerned about questions of which kinds of tests provide the most useful information and for whom, how much testing should take place, and the extent to which test information can be used to improve school decisions regarding equity issues and student competence.

Baker also pointed up areas of irrationality in current debate over testing. On the one hand, there appears to be a great belief in the quality of tests developed by experts who are external to schools; that the tests developed by these experts provide a match with a given curriculum (a curriculum which may also have been developed by an outside expert); that the information generated by tests will be used by teachers and schools to modify instruction. On the other hand, CSE work and other researchers have pinpointed many weaknesses, both technical and instructional, in norm- and criterion-referenced tests currently in use. Commercially made tests, both norm- and criterion-referenced, vary on technical quality as well as on their appropriateness to the local curriculum. Teacher-made criterion-referenced tests may be locally responsive and have greater instructional relevance but can often be challenged on technical questions. Further, teachers do not appear to have great faith in the values of testing. Teachers feel that tests are imposed on them; they do not meet the realities of the classroom; that tests often have a weak relation to instruction and thus teachers rarely rely on their results for instructional decisions. Even when teachers do attempt to tie test information into their instructional decisions, they admit lack of knowledge about what derived scores actually mean; the results are thus difficult to interpret and to relate to instructional needs and decisions. Finally, these problems are often a function of poor description of a test; a written description often befuddles the issue of what a test will supposedly measure and the kinds of information the test user actually needs.

Tests will not provide teachers with information for instructional decisions unless they meet the following kinds of design criteria:

1. publicness -- test development procedures and test intentions must be made public; tests must provide sufficient clarity of description that teachers understand how to use them to make decisions about individuals and classes; students need to know why they are being tested and exactly what is expected of them; parents need to understand test intentions, results, and the bases of decisions affecting their children.

2. economy -- tests should be used more sparingly; they need to be more economical, not only in terms of money, but also in terms of student and teacher time and student and teacher anxiety.

3. sensitivity -- tests must be directed to instructionally sensitive matters; they must be responsive to and lead to instructional intervention.

4. significance -- tests must be meaningful; they must be of significance both to the students who take them and the teachers who use them.

Even with the advent of these criteria, however, tests should only supplement, and never supplant, other kinds of information, such as teacher judgement, used to make classroom decisions.

Baker does not suggest that teachers must become instant test development specialists. Rather she asks that teachers become more informed consumers of test information in terms of the decisions they make. Teachers, as informed consumers, need to be able to ask the right kinds of questions about a particular test: what kind of information does this test provide? what kind of scores does it yield? what kind of assistance will it provide for instructional decision making? what evidence is there that student performance can be improved on the basis of the test? what evidence is there that curricula exist to facilitate the desired improvement? does the test help communicate expectations to students and parents?

Baker proposes local test development as one means of improving the usefulness of tests. But whether tests are locally or externally generated they should meet the four broad criteria previously outlined. Should tests begin to address these criteria, it will be possible to develop a coherent logic in test items. On the basis of that coherence, instructional needs can be identified and appropriate prescriptions made about what to teach or how to provide additional practice on an identified skill deficiency. Tests developed on this basis provide the first step in systematically tying together testing and instruction in the classroom.

2. Madeline Hunter

Madeline Hunter is the Principal of the University Elementary School of UCLA. In her talk, she expressed concern about the amount of testing currently taking place and the time it detracts from the task of teaching. She is also concerned that many students do not understand or accept the purposes of testing.

Hunter further suggests that teachers are not using the broad range of data that is often available to them, perhaps because of tension between the kinds of information they want and external demands for other kinds of information. Part of the confusion may be explained by examining the purposes of evaluative and diagnostic information and the fact that they are intended to lead to different uses/conclusions. Hunter defines evaluative information as being judgmental, comparative, and typically summative and thus of little use to teachers in instructional decision making. She defines diagnostic information as the principal aid to teachers in making prescriptive decisions to improve the performance of individual students, groups, and classes. In this regard, further, standardized tests either provide too little information, or too much too late. Direct teacher observation of students, she suggests, is the best source of diagnostic information.

Hunter offers three approaches to diagnosis. These three approaches consist of:

1. formal, standardized achievement tests
2. informal diagnosis
3. inferential diagnosis

Formal testing may provide an accurate source of information, but can be time consuming and costly. The two other approaches, relying on teacher observation of students and constant use of feedback while teaching, provide diagnostic information in a less costly manner. In the case of informal diagnosis, potential imprecision of information is offset by timeliness of the information in terms of allowing immediate prescriptive decisions during the act of teaching. But it is important that students understand the purpose of informal diagnosis; it is not intended to have a summative or evaluative function. Such diagnostic information, however, may need to be examined in terms of its relationships with the results of formal testing programs.

Inferential diagnosis can also be an effective source of information. It draws upon prior experience with and knowledge of the students being observed. Obviously, the comparability of the prior and present experiences is an issue in terms of reliability of the information generated. Both informal and inferential diagnostic information can be used in conjunction with formal measures to corroborate instructional decisions.

The kinds of decisions made on the basis of diagnostic information will also be influenced in terms of issues of dependency/independency in instruction and learning. Not all learning occurs in a dependent sequence; in some learning areas sequences are independent. The importance of these two kinds of sequence must be understood in test data interpretation, since these data must be translated into instructional strategies on the basis of student mode of learning (input) and verification of that learning (output).

Instructional strategies should also address:

1. the content decision of where instruction should begin
2. student's optimal learning mode
3. amount of teacher and student time needed to achieve desired improvement

Hunter suggests that formal tests are not entirely effective in answering question number three about time; however, they may be quite effective in answering question number one on instructional entry and to some extent in answering question number two about student learning modality. To the extent that formal measures have these properties, they may effectively corroborate teacher decisions made on the basis of classroom observation. There is no single best approach to testing.

3. Judah Schwartz

Judah Schwartz is with the Educational Development Center and Massachusetts Institute of Technology. His talk on alternative approaches to assessment has both test use and instructional implications. Schwartz described the history of the psychometric tradition in test development as a response to society's perceptions of its need for accountability and selection. He amplifies these broad uses in terms of accountability judgements about the quality of school systems, accountability or licensure judgements about the performance of individual teachers, and the wish to detect and assess the effects of instruction for the purposes of diagnosis and treatment -- i.e., to help shape the form of instruction. While accountability, selection, licensure, and diagnosis are all legitimate and necessary functions in society, there are reasons to question how well the psychometric paridigm can allow us to fill these societal functions in an enlightened and humane way.

Schwartz's offers two broad classes of objection to the psychometric paradigm. The first is that multidimensional phenomena -- for example, traits, abilities, or behaviors -- cannot be ranked ordered. Well ordering is indeed a property of one dimensional attributes, but multidimensional phenomena cannot be well ordered except when a theory of aggregation is present. Under those circumstances it is possible to aggregate complicated and diverse phenomena so that they differ from one another only with respect to the value of the attribute in question. However, in the absence of such a theory it is not possible to rank order the value of the attribute.

The second class of objection to the psychometric paradigm is the problem of validity. Psychometric instruments are almost always validated in derivative ways. And yet the validity of achievement tests as measures of educational accomplishment are rarely questioned. Even in the area of criterion-referenced testing, little work has been done in establishing with clarity a possible meaning or meanings for validity. The general methodological problem is still far from settled. In short, there is still a great tendency to choose test items for their discriminating quality rather than quality of content.

Schwartz then introduced three interrelated questions dealing with detecting the effects of instruction and assessing the quality of those effects, either in terms of learning of individual children or in terms of the effectiveness of programs. These are:

1. how can we best measure and analyze the effects of instruction on students' learning in the major school subjects?
2. what are the most appropriate times and strategies for measuring the effects of schooling on student learning?
3. what do we learn from means of assessment other than standardized achievement testing?

Before discussing these questions, Schwartz first addressed some of his own beliefs that informed the ensuing presentation. First, many of the things that can be learned can only be measured through means of assessment that do not fall under the traditional rubric of standardized, norm-referenced testing. Second, competence, as a construct, is not observable. But performance is observable and so we probe competence via observed performance, and we make inferences about competence from our observations of the performance. It is logically unacceptable to hold simultaneously the view that performance implies competence and non-performance implies non-competence. If we accept the view that performance implies competence, we make no inference whatsoever about competence in the case of non-performance. Third, he does not believe that the intellectual activity of people can be measured; people come in groups of one and are not statistically interchangeable.

In terms of his first question -- better measurement -- he offered a number of criteria. Among these criteria were: better assessment instruments must be flexible and must accommodate the idiosyncratic learning styles of different children; they must be as free as possible of cultural or ethnic or linguistic assumptions; modes of answering questions must be adjusted to be comfortable for the child; tests should have greater diagnostic value; they should be made public in their entirety.

His second question -- when to assess -- was discussed from the standpoint of flaws in the assumption that growing competence at some task is accompanied by better performance at that task. He cited research demonstrating the occurence of non-monotonic development in a wide range of kinds of learning; i.e., where the performance of students on tasks on which they had just received instruction deteriorated as they attempted to bring into consonance newly recognized dimensions of the task with those already mastered. He then raised the question of implications of non-monotonic development with respect to the issue of optimum times to conduct assessment and suggested that continuous rather than episodic assessment is the only way to avoid the problem of faulty inference of student competence based on a "snapshot" approach to a student's cognitive development.

In terms of his third question -- what can one learn from alternative assessment techniques -- he is concerned that student performance on a norm-referenced test is always defined in terms of the performance of others and not in terms of the task itself, and therefore provides little in the way of diagnostic information on the individual child. Further, he described the multiple choice format used in most standardized tests as a crippling feature which does not allow for observation of a student's formulation of a problem; by not allowing the student to construct his or her own answer to the question, by forcing the student to choose among several formulations that the test maker has provided, we abandon the possibility of gaining insight into the child's own thinking about the issue. We need alternatives that capitalize on the student's own conceptualization of the domain.

Among the gains to be made from alternative assessment strategies he cited: the ability to identify the weaknesses in the performance of "strong" children and the strengths in the performance of "weak" children (strong and weak defined as a function of percentile ratings); the ability to provide information about how next to proceed with individual children having difficulty with various pieces of an educational program and, as patterns of difficulty emerge among groups of children, the ability to help teachers reshape group instruction to meet identified difficulties with their instructional programs.

4. Jan Barnett, Vicky Hardway, and Connie Myers

Barnett, Hardway, and Myers are practitioners in the Spring Branch

Independent School District, Houston, Texas. Barnett is Assistant Director of Pupil Appraisal Services; Hardway is a 4th grade teacher; Myers is an elementary school principal.

Barnett, Hardway, and Myers discuss the uses of criterion-referenced testing as an educational tool. In their presentation, they argue their case from the general to the particular. In doing this, they provide a picture of test development and the instructional uses of these tests from the standpoint of the state, the district, the school, and a particular classroom in the school.

The state position is that schools need measures of what a student can actually do, not just how he or she compares to others. "Assessments of learning competencies must include competency-based and/or criterion-referenced measures in addition to other types of assessment techniques." This charge requires the educational diagnostician to take into account a broad range of assessment information. Barnett et al describe the rational for such testing practices as follows:

- to permit individualization of student programs
- to demonstrate accountability
- to permit full utilization of instructional alternatives
- to recognize individual student differences
- to provide instructional continuity
- to make student mastery decisions

Barnett et al discuss their district's decision concerning the development of tests to be used for the purposes enumerated above. District planning for test development was intended to produce tests that would be linguistically fair, environmentally or culturally fair, and appropriate in format for the examinee. These tests would then be adminstered in a setting appropriate to the examinee.

Given the difficulty for the individual teacher of developing tests with these characteristics, Spring Branch decided to mount a district centered curriculum/test development effort. As part of this effort, teachers and other staff worked together to develop an instructional program and the tests for assessing student achievement in the program. The relationship between testing and instruction, and the associated test development effort, were guided by teachers' answer to questions of:

- what skills or concepts do I teach this group of students?
- what levels do I use in instructing this group?
- how do I teach for more than one or two levels at a time?
- how do I provide instructional continuity for these students?

The concern for providing a link between testing and instruction is also seen at the school level. Here, representatives of the district office, the school principal, and teachers work together to develop a school instructional program, tied to district objectives, that will provide instructional continuity for the individual student across content areas. Students with differeing skills, needs, and abilities can work together in the same program as long as the program is built upon a continuous progress philosophy and the skills of the highest priority for learning or foundation have been identified.

The task force develops test items and guidelines for test administration to accommodate most, if not all, learning styles. Further, variations of the test design are made to facilitate the test matching the subject area being tested. In this regard, Barnett et al discuss the following considerations at the school level:

- the design uses a composite type of criterion-referenced test so as to allow students to exhibit both strengths and weaknesses in a given part of the program as well as to demonstrate overall proficiency.
- the composite may also be designed to periodically retest some or all essential skills at a higher developmental level. This increases the liklihood that reinforcement of instruction will continue to be stressed in the classroom.
- the design may also attach different values to particular strands in the content area.
- the design also includes a checklist which allows for teacher observation of skills that are difficult to assess with paper-and-pencil tests.
- the test allows for the quick assessment of the student's ability in the particular content area.

At the classroom level, where individualized instruction and continuous progress methods are used, assessment provides the data upon which the teacher plans and operates a child's learning program. In the classroom, both norm- and criterion-referenced tests may be used. For example, a teacher may begin the school year by administering a norm-referenced test to determine how the class as a whole or how an individual learner compares in performance with the average performance of the norming population. To generate the information needed to focus instruction of individual needs, criterion-referenced tests are administered to identify the student's status in relation to established performance standards. In this regard, the teacher has available criterion-referenced tests that are used for initial placement in the program and a series of criterion-referenced tests to monitor each studnet's progress as he or she completes a discrete instruction unit. These tests are updated yearly for technical quality and content coverage.

In conclusion, Barnett et al offer the following advantages of this kind or instructional/assessment program:

- it helps teachers group children with common needs and to plan instruction based on the needs and learning styles of those in the group.
- it enables teachers to monitor the continuous learning progress of each student.
- it assures that teachers will test what is taught in the classroom.
- it allows clear communication among teachers, parents, and students regarding attainment of specific skills.
- it assures integrated instructional programming.

5. James Gallagher

James Gallagher is Director of the Frank Porter Graham Child Development Center in Chapel Hill, North Carolina. In his presentation, Gallagher discussed problems and procedures associated with minimum competency testing programs. He addressed some of the reasons behind the demand for such testing programs, the scholarly reaction to this demand, and the response of one state to develop a minimal competency testing program.

Gallagher first described the growing public demand for minimal education. In large part, this demand has been in response to disconcerting reports about the current status of public education -- the drop in achievement test scores; decline in student knowledge of the sciences; large numbers of the adult population being found to be illiterate; students with limited writing proficiency; average scores of students applying for college being at the ninth grade level, and so forth.

Public response has been to demand some form of minimal education; policy makers have translated this demand into the establishment of minimum standards in the schools. Minimal competency levels, Gallagher argues, can only be established through the use of informed human judgement. But the critics would say that using human judgement to set standards in "arbitrary" or "capricious." Gallagher, however, asserts that such judgements can be based on the evaluative capabilities of human beings to make reasonable decisions -- that standards can be based on reasonable knowledge and sensible judgements. To be sure, there are gains and losses associated with the competency test issue. Students may be misclassified, for example. On the other hand, competency testing can identify and help students achieve minimum academic skills. Supporters of minimum competency testing argue that the losses incurred in giving the test can be minimized with increasing sophistication and program development, but that the losses involved in not providing such a program are substantial.

According to Gallagher, most of the scholarly reaction to the call for minimum competency standards has been negative: meaningful standards cannot be set; even in such basic areas as reading and arithmetic it is difficult to make accurate measurements; the assumption that standards must remain minimal; that such testing is intended to fail students. These problems notwithstanding, educators must attempt to make their standard-setting activities more public and more systematic.

North Carolina responded to the challenge by passing legislation to assure that high school graduates possess skills and knowledge necessary to function as members of society; to provide a means of identifying strengths and weaknesses in the education process; and to establish means for making the educational system accountable to the public for results. Gallagher enumerated the following points reflecting the legislative intent:

- all 11th graders were expected to take tests satisfying minimum competency requirements for graduation.
- a trial testing of all 11th graders was first to be conducted.
- full scale testing of all 11th graders would then begin.
- students failing any of the tests could retake the parts of the tests they had failed.
- local schools were required to provide remediation assistance to students demonstrating less then minimum competence.
- a Competency Test Commission was established to aid in carrying out the intentions of the legislation.

Any statewide minimum competency testing program must answer the following questions: what competencies should be addressed? what specific objectives will this involve and how are they to be measured? what constitutes minimum competence and what is to be done with students who do not pass? In North Carolina, the following procedures were enacted with these questions in mind.

The trial testing phase was to be limited to reading and mathematics. Groups of reading and math teachers rated and recommended potential instruments for the trial testing. All LEA's in the state were sent a list of over 250 minimum competence mathematic and reading objectives and were asked to prioritize them. The teachers who had reviewed the measures were then asked to cluster and compare the objectives rated by the LEAs in each of the field trial instruments. These clusters were used to determine how well the recommended tests would measure the curriculum objectives deemed most desirable. Students failing to meet minimum competence standards as measured by the tests, but who meet other graduation requirements, would be provided with a certificate instead of a diploma. The LEA must provide a basic skills remedial program for those who do not pass.

The specific procedures of the North Carolina system were as follows. Some 15 commercially available measures were reviewed in reading and mathematics. Three tests for reading and three for mathematics were selected on the basis of emphasis on functional application of basic skills; emphasis on minimum competency; congruence with the schools' educational objectives; publisher commitment to further test development; attention to the elimination of cultural bias; provision of adequate technical information; and ease of test administration. Analyses of the spring try-out of these measures (with 36,000 students involved in the reading try-out and 36,000 in the mathematics try-out) resulted in the selection of the SHARP (reading) and the TOPICS (mathematics) for use in the fall of 1978.

The commission wanted to ensure that the tests be as free of cultural bias as possible. Analyses of student perfomance on individual test items showed that some items did exhibit bias: the total number of items modified or removed for all reasons (to match state education objectives or to reduce cultural bias) exceeded 40% in reading and 50% in mathematics.

The final task was to set minimum standards or cut-off scores on SHARP and TOPICS. To help establish these standards, four studies were conducted: (1) to compare competency test and norm-referenced test results; (2) to determine teacher judgement of minimally competent students; (3) to determine teacher judgement on cut-off scores; and (4) to examine the items omitted by students taking the test. When the results of these four studies and the total spring trial analyses were available and correlated, preliminary cut-off scores were established. These cut-off scores were then reviewed and finally set at 72% correct on the reading test and 64% correct on the mathematics test.

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These summaries represent the kinds of issues presented during the first morning of a Regional Conference. As previously stated, the presentations were discussed before moving into the afternoon test development activities. This discussion dealt with each speaker's key concerns, and provided a bridge to the ensuing sessions on the CSE materials.

CSE activities associated with summarizing these presentations was completed by September of 1979. The extension of the original contract to develop a book of reading on testing and instruction compiled from the conference speeches took place between April 1 and August 31, 1980. During this period of extension, and after extensive editing and materials writing by Test Conferences staff, the formal papers were sent to authors for review and approval. The final volume, consisting of all formal papers and introductory and concluding materials written by CSE staff, is separately bound in Appendix C. This volume is entitled, The Role of Testing in American Schools, James Burry and Eva L. Baker, Editors. CSE is currently exploring commercial avenues for publishing this volume.

DESCRIPTION OF CSE MATERIALS

For each Regional Conference on Testing and Instruction, a notebook of CSE materials was provided for each participant. These materials were used in the afternoon of the first day of each conference. The primary purpose of these materials was to offer a practical guide for teachers, curriculum and test developers, and school administrators involved with testing and instruction. Taken together, the materials attempt to improve both testing and instruction by integrating them both at the basic level: the classroom. By focusing on those aspects of instruction crucial to testing and the elements of testing which critically affect instruction, the materials serve as a handbook for those who teach, who prepare curricula, and who select and administer tests. They provide instruction and examples on:

a) domain-referenced tests
b) item-rating scales
c) test selection: comparing test relevance to a given curriculum
d) test selection: comparing the technical and practical merits of tests

The Afternoon Session Materials

The materials used in the afternoons of the first day sessions were designed to take information developed in the field of testing and provide both context and exercises through which the participants would develop some familiarity with the concepts and procedures discussed. In planning the afternoon session, a number of options were originally considered about the strength of "treatment" of the materials and the likelihood that a relatively short session (ranging from 2-4 hours) could actually develop participants' skills. It was clear from previous instructional development experience that the time available at the sessions should not be spent in the individual perusal of materials. A conference derives its benefit in part from the interaction of individuals. It has also been CSE experience that asking individuals to "read up" in advance of a workshop or conference often results in a range of responses; some participants do and others do not and the spread in skills is accentuated by this uneven compliance. A further consideration was the topic itself, testing and instruction. We felt that such issues were best treated in the context of personal interaction. Thus, the materials were structured so that conferees would be "talked through" the concepts included, participate in a group problem solving exercise or two, and then leave the conference with materials in their possession and be able to use them independently to pursue their professional interests.

The substance of the materials, dealing with domain-referenced testing, item review procedures, and test selection derived directly from other NIE funded work at CSE. Thus, the task of materials development could be accomplished because the conceptual basis of the product had already been created. The four modules used were designed to give practical suggestions on how to connect testing with instruction for the mutual benefit and improvement of each. Each of the four topics has a functional definition guideline for its use, as well as examples showing how the procedure can be used in a school setting.

The first topic, domain-referenced testing, explains a domain-referenced test and the terms associated with it, provides instructions in writing domain-referenced test specifications, and includes sample domain specifications. Domain-referenced test specifications provide a two-way chart connecting learning outcomes to instructional content and the assessment of learning. These charts are developed with sufficient clarity so that someone reading them will understand what instruction is implied and then be able to develop appropriate test items from it. For example, domain specifications define the content of subject matter area and the skills or behaviors within that area which the teacher will teach and which the student is expected to learn. Description of instruction includes the materials to be used, the times spent on various materials, the kinds of activities and practice the student will be doing throughout the course, and perhaps an explanation of what the teacher will do. The test specification identifies more precisely those specific content areas to be emphasized during instruction, and which will be the basis for the test at the end of the instruction. Test questions on the given subject are written to provide a valid sampling of student learning under the conditions described in the domain specifications. Thus, each step in domain specification defines the preceding one in more detail, making it more concrete. Because they are built around specific instructional content and objectives, tests developed in this manner may provide a more sensitive assessment of what the learner has learned, and can lead to prescription responding to the test diagnosis.

The second topic, the item review procedure, is intended for use after a domain-referenced test has been developed or to assess test items developed by others. The scale is concerned with descriptive validity and the extent to which a given test item reflects the content of the domain; how well the item reflects the domain will affect the degree to which test performance is an accurate indicator of student performance in the domain. An item-rating scale provides a methodology for judging the degree to which a test item belongs to the hypothetical set of items described in the domain test specifications. This kind of judgement involves examination of the rules governing membership in the set to determine the degree to which the item is a representative sample of the set as defined by the membership rules (see Polin & Baker, 1979). The scheme allows for an item-by-item review of a test or an item pool, and a numerical rating of the item in terms of each feature of the domain test specifications. The final rating indicates how well the individual test item represents the domain as described in the specifications. This scale provides a tool for test makers to evaluate a test on the basis, then, of how well the test items actually represent the content of instruction stated in the domain specifications. More specifically, the scale provides a means of judging a test item from the standpoint of such features as: how well the item meets the general description of the domain; how well the item compares to the limits of acceptable instructional content; how well the item meets the rules established for item generation, both from the standpoint of selected and constructed responses; and how well the item matches the features specified for test format, test directions, and sample test item. In addition, the scale offers guidelines for judging item appropriateness for the intended students from the standpoints of linguistic and cognitive complexity. Explanatory terms, instructions, and sample test items (as well as their respective domain test specifications) in secondary English punctuation, elementary mathematics, and elementary science are included in the materials used with the item-rating scale procedure.

Topics three and four in the CSE materials are concerned with test selection. The third of these topics deals with comparing tests' relevance with a given curriculum. It provides step-by-step details for comparing test items with specific curriculum skills in order to choose the most appropriate test for use on a school-wide, multi-level basis. It thus involves a series of judgements about (one's own) curriculum objectives and the degree to which these objectives are reflected in a candidate test, expressing these judgements numerically, combining the results for a single test, and comparing the results across tests. That is, the comparative procedure, defined in terms of curriculum and skill objectives, offers another method for determining the match between what is actually taught (the content of the domain specification, i.e., the curriculum objective) and what the (selected) test measures. The greater the congruence between the test and the curriculum, the greater the likelihood that students' test scores will reflect what they have learned. The procedure is particularly applicable for deciding on major tests, such as school-wide achievement tests. For example, it permits test selection to be jointly shared by teachers, curriculum developers, testing specialists, and administrators; it helps the user to find the test most responsive to local needs; the procedures, while explicit, may be adapted to meet local constraints; finally, the procedures focus on such important decision areas as the proportion of a test battery that is locally relevant, the proportion of the local curriculum that a test battery covers, the importance of the skills covered, and the appropriateness of the test's difficulty for the intended students. The materials used in this topic also include a sample test relevance rating form and instructions and explanatory notes.

The fourth topic deals with the test selection decision in terms of the comparative technical and practical merits of tests. The procedure detailed in this topic describes the specific features to be used in rating these technical and practical merits of tests. Among these features are the objectives or the domain a test measures, the adequacy of the test's development process, the degree of and manner in which the test was field validated, the appropriateness of the test for the intended examinees, the procedures involved in administering the test, and how test scores are reported and what interpretations they permit. Instructions are given for rating tests on these kinds of features; more importantly, the materials address ways in which the potential listing of test features to be evaluated can be modified to meet local needs in testing. That is, for each of the broad test features listed above that may be assessed for local relevance, the materials discuss a variety of sub-topics that may or may not be important to the local user.

The difference between procedures used in the first two modules and those in the second two modules can be thought of in terms of the control of the person charged with test development or selection. Modules one and two assume reasonable control over the test development process, perhaps in the careful preparation of teacher made tests, or a district development effort in testing. Procedures three and four are attempts to make the test selection process specific, but principally for those situations where the test is prepared by others, e.g., commercial firms or consultants.

In addition to the materials described above, a glossary of terms is included, as well as a list of organizations where tests, test items, curriculum objectives, and domain-referenced test specifications may be obtained. The materials are accompanied by a facilitator guide to be used for small group training sessions.

All these materials went through several revisions, based on field-test results, prior to their use in the test conferences. On two different occasions each section was field tested with groups of elementary teachers in a southern California school district, and revised between each field test. The third field test preceding the revision prior to the first conference was administered to secondary teachers in an Arizona school district. (This district's research and evaluation staff has recently developed specifications for domain-referenced testing on a district-wide basis for both formative and summative evaluation purposes.)

Data and informal feedback obtained during earlier conference presentations led to further revisions of the materials during Spring, 1979. On the basis of all try-out data to this point, revisions consisted of the following:

a) the facilitator's guide was modified in format to provide greater ease of use; the content of the guide was amplified to provide greater background that the facilitator could rely upon to inform his/her presentation; examples were added to provide a greater link with the kinds of topics discussed by the major speakers on testing and instruction in the morning sessions.

b) overhead transparencies were developed for use in the section dealing with domain-referenced testing and the item-rating scale

c) the item-review scale worksheet was simplified

d) sample domain specifications used throughout were reduced in number and made to focus on basic skills

e) materials throughout were modified to provide a tighter simulation in which to use the materials for training

Given the constraints of time, local (non-CSE) staff who used the materials described above to facilitate small-group orientation to issues in test development and selection primarily relied on self-training in the use of the materials at the Regional Conferences.

The CSE training materials were further reviewed and revised during the latter contract period in order to improve the package.

As mentioned previously, the materials were subject to independent external and internal reviews. On the basis of these reviews, the materials have once again been revised. These reviews helped assure the usefulness of the materials to teachers and others involved in test development or test selection; application of the materials in the development of a variety of assessment techniques; the elimination of excessive jargon; expansion of the range of examples provided; and appropriateness of the leader's guide.

The materials have also been useful in CSE research activities, particularly in the area of domain-referenced test development and review. The existence of the materials has allowed a training condition after which estimates of the utility of the item-review scheme can be made. The materials were also successfully applied in a bilingual program setting in which the concern was with the development of a test of English as a Second Language. They have direct application in the field of writing assessment, and have great promise for further research on refining categories of the rating scale, particularly those of cultural and linguistic dimensions.

CSE is now considering appropriate means of publication and dissemination. For example, it may be that a "print version" could be published as part of the volume on testing and instruction; it may be that a "hands-on, workshop" format could also be made available to those people seeking direct technical assistance in the area of test selection and development.

The revised testing materials, Making, choosing and using tests: A practicum in domain-referenced testing, Eva L. Baker, Linda Polin, and James Burry, and the accompanying leader's guide, are separately bound as Appendix D of this report.

CONFERENCE RECOMMENDATIONS

During the second day of each of the Regional Conferences, one of the major activities was to elicit from the paticipants their recommendations about regional issues, needs, and problems in testing. Another concern was to get a sense of the conferees' perceptions of the value of the conference as a whole, as well as of the CSE materials. While this section of the report is primarily concerned with recommendations, we will first briefly present some broad trends reflecting conferees' valuing of their experience. (Summaries of across-conference and regional evaluations are in Appendix E.)

In terms of the entire conference, participants were generally enthusiastic about speakers, small group sessions, and the opportunity to exchange ideas with colleagues. There was an obvious feeling that the Regional Conferences on Testing and Instruction provided a necessary first step in developing dialogue leading to improvements in testing practice. Some participants would have preferred a greater number of teachers to be in attendance, supported by funds for released time.

In terms of CSE testing materials, participant response was quite positive in terms of potential usefulness of the materials. The most common theme was that, should similar conferences be conducted, much more time must be devoted to training. The materials were full of new ideas that required time for digestion. A second prevalent theme was the need to use simpler language in the narrative accompanying the practice activities. Such revisions have been accomplished.

Data Collection

Procedures for collecting reccommendations from participants on problems and needs in testing varied across sites and depended upon the sub-contractor's organizational preferences. For the first of the regional testing conferences, Region V, Detroit, it had been expected that a panel convened to provide a sense of the conference would also attempt to guide participants through the process of making their recommendations. Primarily because of time constraints, this method of drawing recommendations did not prove to be feasible. Consequently, before the second conference took place, Region X, Vancouver, Washington, discussions with the staff of the Northwest Regional Educational Laboratory led to the development of a specific form and technique to draw recommendations from the participants on a set of topics important to testing and instruction.

During the second day of the Vancouver conference, participants worked in the same small groups in which they had been oriented to the CSE testing materials during the first day. Guided by the same facilitators who had worked with them previously, participants in small groups were assigned one of the following topics and asked to make recommendations in terms of the sub-questions in each major area of concern:

TOPIC I: DATA USEFULNESS

Question 1: What test score data have you found useful and for what purpose?

Question 2: What do you consider to be inappropriate uses of tests? To what extent are tests used inappropriately?

Question 3: What can be done to make test data more useful for reporting to parents and the public? What test data should be reported to the public?

TOPIC II: TEST SELECTION

Question 1: Who should be involved in the selection of existing tests used at a local level? What kind of test selection process should be used?

Question 2: What kinds of tests do you need that are not readily available?

TOPIC III: INTEGRATION OF TESTING WITH ADMINISTRATION AND PROGRAM EVALUATION

Question 1: What can be done to increase the usefulness of test results for program administrators?

Question 2: What misuses of tests are most common at the program administration level?

Question 3: What testing or assessment techniques, other than standardized achievement tests, would you like to see used for program evaluation and administration?

Question 4: What factors should be considered in developing or implementing a testing program?

TOPIC IV: INTEGRATION OF TESTING WITH INSTRUCTION

Question 1: What kinds of tests and scores are most useful to teachers?

Question 2: What can be done to increase usefulness of testing to instructional staff?

Question 3: What are the appropriate and inappropriate uses of teacher-made tests within the classroom?

TOPIC V: TRAINING AND RESOURCES

Question 1: What preservice training is needed (for and by whom) to promote appropriate and beneficial test uses?

Question 2: What inservice training is needed to promote worthwhile test use?

Question 3: What other human and material resources are needed -- and available -- to promote worthwhile test use?

TOPIC VI: TEST DEVELOPMENT

Question 1: What issues are paramount with regard to test development?

TOPIC VII: CONTROL OF TESTING

Question 1: How should testing be coordinated to ensure that it is efficient and that it provides the necessary information?

Question 2: In what ways should the federal government be involved in determining the kind and extent of student testing?

Question 3: How could testing costs be reduced?

At the conclusion of the small group sessions, facilitators collected the information and then summarized topical recommendations at a plenary session.

This method of obtaining regional recommendations was successful. Both the data collection form with the proposed areas of investigation and the manner of obtaining recommendations were then offered to the remaining test conference sites as a suggested model for obtaining recommendations from the participants. All of the remaining sites, with one exception, followed the topical approach used at Vancouver to elicit participant recommendations.

At the Region IX conference in Los Angeles, test selection/development concerns were combined to form one topic, groups were given a topical assignment and again participants were guided by their small group facilitators: this was almost identical to the Vancouver form/approach.

At the Region VI conference in Houston, a form similar to the one developed for the Vancouver conference was used. However, the manner of obtaining the information differed somewhat, and participants were asked to respond to ten specific questions, each of which had a counterpart either in a broad topic from the Vancouver conference or a sub-question of the broad topic. The specific questions posed to the Houston participants were as follows:

1) The three biggest problems associated with educational testing in the public schools are:
2) What kind of preservice training is needed (for and by whom) to promote appropriate and beneficial uses of tests?
3) What kind of inservice training is needed (for and by whom) to promote worthwhile test use?
4) What do you consider to be inappropriate uses of tests? To what extent are tests most commonly misused?
5) What test scores have you found most useful and for what purposes?
6) What kinds of tests should be developed at a state or national level rather than using already existing standardized tests?
7) What kinds of tests should be developed at a local district rather than using already existing standardized tests?
8) Who should be mainly involved, and in what ways, in the selection of already existing tests used at a local level?
9) What kinds of tests do you need that are not readily available?
10) Do you have any other concerns or issues that could help us to detect expectations and directions on testing in education?

The manner of data collection was also somewhat different. At the Houston conference each participant was asked to respond to the above questions. The form was passed out to participants during the afternoon session of the first day. Participants were asked to have their forms completed before the close of the second day. In addition, each small group elected a local spokesperson who would report out the kinds of recommendations made by his/her group before the entire audience at the close of the second day.

The areas of possible recommendation and the manner of collecting information differed somewhat at the Regions I and II conference in Boston, although the topical approach was still followed. At this conference, participants were asked to complete an opinion form. This opinion form asked the following open-ended questions:

1) What do you consider to be the three biggest problems associated with educational testing?
2) How should the federal government be involved in testing issues (e.g., research, conferences, material development)?
3) How can state departments of education be helpful to school districts on testing issues (e.g., technical assistance, research, information exchange)?
4) How should testing be coordinated across the state, district, and schools to make testing efficient as well as useful?
5) What kinds of tests should be developed at a state or national level to replace or supplement existing standardized tests?
6) Are there any other comments about educational testing you want to bring to NIE's or the Network's attention?

The method employed at the Region IV conference in Atlanta was similar to the method followed at Boston. Before leaving the conference, Atlanta participants responded to statements about testing and provided their opinions on a scale ranging from strongly disagree to strongly agree. These questions were as follows:

1) State departments should provide more technical assistance on testing to local districts
2) The federal government should provide more technical assistance on testing to local school districts
3) Teacher training institutes should require all candidates for new or upgraded teaching certificates to take at least one course on testing

4) One of the biggest obstacles to implementing objectives based testing programs is the difficulty in keeping adequate student records

5) I would like to have alternative ways to objectively assess student competencies besides standard paper and pencil tests

6) Teacher made tests can eliminate the need to purchase commercial test instruments

7) An expenditure of up to $10 per student per year would be a worthwhile investment in a well-designed district testing program.

In addition, participants at this conference were asked to list what they feel to be the three biggest problems associated with educational testing in the public schools, and to write in any additional comments about testing that they would like to bring to the attention of NIE or the local sponsor.

Recommendations from the participants at the Regions VII and VIII conference in Kansas City were elicited in an entirely different manner. Before leaving this conference, participants were asked to spend some time after the conference reflecting on their experience, and then to mail to the local sponsor recommendations for follow-up in terms of their appropriateness to the local level, the state level, and the national level.

No recommendations were drawn from the participants at the Region III conference in Haverford.

Thus, there were three basic means of eliciting recommendations from conference participants:

1) Use of the form developed for the Vancouver conference; the questions remained the same or quite similar; manner of gathering and recording remained almost identical; recorder may have changed

2) Locally generated topical opinionaire

3) Mailed responses

However, the recommendations across conferences produced a great deal of agreement, suggesting that the recommendations received were not necessarily a function of the kind of measure used.

Recommendations Across Conference Sites

What follows is a recounting of participants' views as they are represented across all Regional Conferences. It is difficult to differentiate the strength with which various recommendations were made, partly because some conference recommendations were made by a single group and snythesized by a leader-reporter (following a procedure used at the National Conference on Achievement Testing in March, 1978), partly because some conference recommendations were made by more than one group, and partly because recommendations at some conferences were gathered from the individual participants.

With these caveats in mind, the following trends seem to emerge across all conference sites. They reflect opinions of the approximately 1,200 people who participated in the conferences. (Summaries of recommendations by Regional Conference are included in Appendix F; a listing of participants, by conference, appears in Appendix G.)

Test Purposes/Uses: Usefulness of test data was considered one of the most important issues. Participant comments indicate that test results, to be useful, must be related to what is taught, and must provide the basis for follow-up instruction. Test results providing placement and diagnostic information are most helpful, as are tests showing competency data from the beginning of instruction and rates of growth at specified times throughout the learning period. Even the most useful test results can become inappropriate through misinterpretation in explaining the results to students, parents, or the general public. Misunderstanding of test results can best be prevented by providing appropriate information and training for those responsible for administering tests, using test results, and disseminating information on test results. Information and training are not sufficient, however. Other essential requirements include: establishing a basis of trust and involvement among all those involved in the testing process, developing alternatives to standardized testing, and using multiple measures, not one single test score, in making decisions about a student's placement and curriculum. Many participants stressed concern about the standardization of tests in general, questioning their validity for meeting the local needs of their students, and asking for other evaluative and assessment procedures, instead of paper and pencil tests, to gauge learning.

Participants believed the existing test oriented models have measured test results for their own sake, to the exclusion of learning results, and that this focus has created a sense of failure in students. A shift in perspective is necessary, one that utilizes a curriculum-oriented model to emphasize what has been learned. What participants have asked for amounts to a change in the purposes and values of testing, so that tests become the commencing point for the student's educational progress.

Testing Constituency: Regarding local test selection, participants believed that representatives of all groups -- administrators, teachers, test specialists, counselors, parents, and curriculum developers --

should be involved in the process of deciding which tests to use. This process should involve three steps:

1) Deciding on the purposes of the test.
2) Representing all schools taking the test on the test selection committee.
3) Having all tests reviewed by a panel of teachers, parents, curriculum specialists, and testing specialists to insure appropriate content, technical adequacy, and practicality for administration.

Test Application: Integrating testing with program evaluation and administration can be achieved more successfully if teachers, parents and administrators are more fully informed about the purposes, content, and results of tests, and if all those involved have an opportunity to review the results before any action is taken. Misuses of tests can be avoided at the program level, if all those involved had more information and training on selecting tests, and on using test results appropriately. For program evaluation and administration, assessment techniques other than standardized achievement tests are worthwhile. Such techniques as informal staff, community, or student surveys, measures of affective and psychomotor skills, teacher-student ratios, attendance, drop-out rates, and longitudinal follow-up studies to track student performance over a period of years, can all provide valuable results that can support or challenge other data, and should not be overlooked. In developing a testing program, the purpose of testing must be thoroughly set forth from the beginning; all those affected by the testing should be involved in test planning if the program is to provide useful data for administration, evaluation, and instruction. This demands a well-coordinated group effort.

Integrating testing with instruction can be accomplished best by formal and informal teacher diagnosis of students, involving the entire staff in every step of the testing process, and using classroom tests appropriately (i.e., to create maximum instructional flexibility and immediate feedback).

Coordination of Effort: Regarding training and resources, participants asked that a course in the practical aspects of testing be part of teacher preparation for certification. Continued inservice training is also needed, and specialized training for those who report to the public.

The participants suggested also that parents be involved as members of advisory committees, and that district personnel be helped to develop a positive attitude toward testing.

The participants agreed that teachers, parents, and administrators need to become more involved in test development, but they also acknowledged this goal puts additional demands and pressure on an already burdened staff. While technical assistance or outside test developers are helpful, a review by local staff and community personnel is necessary.

Participants indicated that the control of testing, and the coordination of federal, state and local testing programs, should be clarified. Most participants believed the federal government should sponsor and fund continued research in all the issues in testing, as well as disseminate guidelines in clear language on compliance issues and questions of equity; the federal government should not be involved in measuring student achievement. The participants stated the absolute need for clear state guidelines on the responsibilities of school districts, and each district should be responsible for determining what test information is required, the measures that are acceptable, and how to obtain these measures.

Across all Regional Conferences, then, recommendations appear to reflect four areas where change is needed:

.. testing perspective - there is a need to refocus the purposes and uses of tests

.. decision-making constituency - a much more broadly-based constituency should be involved in decisions about test selection/development and use

.. instructional application - test development/selection should reflect matters of timeliness, format, information provided, to allow testing to be integrated with instruction as needed by teachers

.. coordination of efforts - greater coordination is needed among federal, state, and local testing needs; training, technical assistance, and dissemination will be part of this effort

Recommendations by Conference Site

The following recommendations, in highly abbreviated form, were made at the individual conferences. Many of these recommendations are represented in the preceding across-conference summary.

Region X: Vancouver Conference. Approximately 180 people participated in this conference. Participants at the conference included teachers, evaluators and planners, measurement specialists, administrators, counselors, and university personnel.

.. Data Usefulness:

use alternatives other than "average" scores
need for diagnostic/placement/competency data
improve means of reporting test results
need for prompt feedback on test results
need for interpretation
use of multiple measures
use of alternatives to traditional measures
educate broad constituency in tests and testing

.. Test Selection/Development:

involve broad and representative constituency
develop alternative measures

.. Integration of Testing With Program Evaluation and Administration:

need to train program administrators in test selection, administration, and interpretation of tests
use one test for several decision purposes
prepare and involve staff and non-staff in testing decisions
gather information from sources other than tests

.. Integrating Testing with Instruction:

involve teachers in all steps of the testing program
use test results for changes in the instructional program
rely more on teacher-made tests

.. Training and Resources:

provide preservice training in test construction/test use, and incorporating test results into instruction
provide inservice training to teachers and administrators in presenting, using, and interpreting test results
involve parents and community groups in review/advisory capacity

.. Control of Testing:

need for clear state guidelines on district responsibilities
need for clear federal guidelines regarding compliance/equity
leave control at local district

Regions VII and VIII: Kansas City Conference. Approximately 100 people participated in this conference. While other target groups appear to have been well represented, teacher participation was low.

.. Recommendations to LEAs:

provide inservice training in test selection/development and use
examine use of alternative measures

.. Recommendations to SEAs:

provide resources to districts interested in exploring alternative testing approaches
avoid statewide testing programs
provide training in broad scope of evaluation techniques

.. Recommendations to the Federal level:

encourage districts to explore alternative testing approaches
provide technical/financial assistance
promote dissemination of good testing practice

Region IX: Los Angeles Conference. Approximately 100 people attended this conference. Instructional, administrative, and governmental staff appeared to be quite well represented.

.. Data Usefulness:

use of multiple measures
increase student understanding of testing
need simplicity in information
need diagnostic information
use scores for motivation and feedback

.. Test Development/Selection:

need for locally developed measures
need for federal/state/local cooperation
need to compare results of local measures with standardized measures

.. Interpretation of Testing with Administration and Program Evaluation:

promote within-school instead of between-school comparisons
test sensitivity to local goals should be the basis for test selection

.. Integration of Testing with Instruction:

need to develop good diagnostic measures
need to arrange scores by skills and subskills
increase teacher participation in test construction
need for broad sharing of test results
assure close correlation between test items and curriculum

.. Training and Resources:

workshops for teachers, administrators, parents on test use/misuse

Regions I and II: Boston Conference. Approximately 120 people participated in this conference. The target participant groups were quite well represented; responses were received from school personnel at every organizational and instructional level.

.. Problem Areas:

test misunderstanding/misinterpretation of results
difficulty finding technically sound tests that are locally relevant
over-reliance on single test score

.. Role of the Federal Government:

promote alternative test development
organize conferences on test use/misuse

.. Role of State Departments of Education:

provide technical assistance
act as information exchange
conduct research on testing

.. Test Coordination:

increase coordination across state, district, and individual schools
disseminate information on successful testing programs

.. Test Development:

need for alternatives to standardized testing
NIE leadership on promoting alternative approaches

.. Other:

NIE sponsored training programs and information exchanges

Region VI: Houston Conference. This conference was attended by approximately 100 people. All targeted constituencies were in attendance; teachers were particularly well represented.

.. Problem Areas:

using a single test score for decisions about students
using tests for purposes for which they were not intended
overcoming student indifference to testing
inability to interpret test results
poorly constructed teacher-made tests

.. Pre-Inservice Training:

all parents and all school personnel - especially teachers - should receive training in test purposes, test construction/selection, test interpretation, and using results to improve instruction

.. Most Useful Test Scores:

diagnostic results
grade equivalents and percentiles

.. Test Development Needs at State or National Level:

minimum essentials on exit tests
teacher competency tests (with input from teachers)
tests which minimize cultural bias

.. Test Development Needs at Local Level:

criterion-referenced tests reflecting local curriculum
short diagnostic tests
bilingual tests
tests of writing composition

.. Selection of Tests at Local Level:

broad and representative constituencies should be involved

Region IV: Atlanta Conference. Approximately 180 people attended this conference. Targeted participant groups were fairly well distributed.

.. Need for state department of education technical assistance

.. Need for technical assistance from the federal government

.. Require all teacher candidates (or applicants for upgraded teaching credential) to take at least one course in testing

.. Need for alternative assessment approaches

.. Need to disseminate information on successful testing programs/techniques

.. Avoid relying on single-score criterion for decisions about students

.. Great need to inform the public about assessment programs.

IMPLICATIONS

Recommendations from the Regional Conferences, as previously stated, seem to fall into four broad areas of concern:

.. the need for a new or amplified perspective of the purposes and uses of tests

.. the need to involve a much more broadly-based constituency in matters of test selection, development, and use

.. the need for tests and testing to serve instructional applications and to embody characteristics that will facilitate their integration with instruction

.. the need for greater coordination among federal, state, and local agencies

The question arises as to how these needs, the many specific recommendations they relate to, and the range of issues discussed at the Regional Conferences might be addressed in the future.

It seems clear that before these recommendations can become practice, there is a great need to continue to provide training in the kinds of issues dealt with at the Regional Conferences. Further, to be effective, such training must reach the range of constituents suggested by the conference participants-- not only more teachers (as well as other educators) but also parents and boards of education. In addition, the conferences emphasized that the local curriculum should have primacy of position for building a useful testing system, that what is to be measured should reflect what is to be taught, and that the concept of what is effective measurement needs to expanded.

Therefore, before considering application of new ideas in testing, further awareness-building and training experiences, similar to those offered at the Regional Conferences, might be considered. Some of the concerns voiced by the participants could be addressed at the regional or state level, e.g., broadening the perspective of testing and exploring means of coordination of the various audiences involved. However, those recommendations reflecting need for instructional relevance of tests, how they are best selected or developed, and by whom, how they are best used, how their information is to be interpreted and integrated with classroom instruction, might be more effectively addressed at the level of the local school district or, perhaps, the local school.

To begin local efforts in such areas, the ideas raised at the Regional Conferences could be used by districts interested in responding to the issues raised. The problems discussed by speakers could be disseminated to such districts. The training offered might be exported. The information in this report could also be provided. With such information, local users could then consider the most effective means of providing training to their own staffs to meet their particular concerns in testing and instruction. This approach, further, might ameliorate the problems voiced about attempting to provide training to an audience consisting of varying levels of skill and understanding of testing; attempting to provide training to an audience with differing instructional philosophies, objectives and testing purposes; attempting to simulate test building and the validation of items against a hypothetical curriculum.

Since further training might be needed before practice can change, and since the Regional Conferences seem to have been quite effective as a first step on this kind of training, means might be considered of providing similar activities at the level of the state, local school district, or school. At the level of the individual school, it is more likely that commonalities of instructional and testing purposes will be found, thereby facilitating instruction in test development and test use.

Tentative findings from current CSE project activities in the matter of test use would seem to support the recommendation that the local school district and the school is an ideal locus for the stimulation of test information for instructional improvement. Conference findings reflecting the need for an amplified perspective of the purposes and uses of tests, the need to involve a broader constituency in test selection, development, and use, the great need for tests to serve multiple decisions, including instructional ones, and the need for greater coordination among state and local agencies, are supported by recent CSE findings on test use.

CSE's Test Use project has found that school and classroom application of testing is a function of the design of the testing program and the perceived uses of the information. Issues of perspective and coordination raised at the Regional Conferences have a great bearing on the exemplary design of testing programs and the use of their results. In terms of design, CSE has found that coherence of the school/district testing policy, its relationship with state testing policy, the kinds of leadership provided in the instructional uses of test information, and sense of "ownership" of the testing program interact to influence the design of effective programs. Teacher knowledge of tests and testing, teacher inservice in tests and testing, the uses of instructional alternatives in the school, and the perceived technical quality and instructional relevance of tests interact to influence the instructional uses of tests in schools.

The CSE materials produced after the conferences -- the book of readings on testing and instruction and the associated materials on test selection and development -- would seem appropriate vehicles to stimulate a sense of testing perspective and coordination. Further, CSE's materials address the full range of variables associated with test program design and test use. We hope that the materials will provide an initial framework for the design of effective testing programs which yield information of use in the improvement of classroom instruction.

Appendix A

List of Invited Speakers on Testing and Instruction by Conference

Conference 1 - Detroit, Michigan - Region V

1. Ron Edmonds

   Senior Assistant to the Chancellor of Instruction,
   Board of Education of the City of New York

   Topic: Testing

2. Eva Baker

   Director, Center for the Study of Evaluation,
   University of California at Los Angeles

   Topic: Instruction

Conference 2 - Portland, Oregon - Region X

1. Eva Baker

   Director, Center for the Study of Evaluation,
   University of California at Los Angeles

   Topic: Appropriate Test Uses

2. Madeline Hunter

   Principal, University Elementary School,
   UCLA

   Topic: Relating Testing to Instruction

Conference 3 - Kansas City, Missouri - Region VII & VIII

1. William Coffman

   Iowa Testing Programs, University of Iowa

   Topic: Uses and Abuses of Tests, and the
   Relationship of Testing and Instruction

2. Deborah Meier

   Principal, New York City

   Topic: Uses and Abuses of Tests, and the
   Relationship of Testing to Instruction

Conference 4 - Los Angeles, California - Region IX

1. Madeline Hunter

   Principal, University Elementary School, UCLA

   Topic: Instructional Implications of Testing

2. Peter Arasian

   Professor of Education, Boston College

   Topic: Uses and Abuses of Standardized Achievement Tests

Conference 5 - Philadelphia, Pennsylvania - Region III

1. Ron Edmonds

   Senior Assistant to the Chancellor of Instruction,
   Board of Education of the City of New York

   Topic: Testing

2. Madeline Hunter

   Principal, University Elementary School, UCLA

   Topic: Instruction

Conference 6 - Boston, Massachusetts - Region I & II

1. Peter Airasian

   Professor of Education, Boston College

   Topic: Uses and Misuses of Standardized Achievement Tests

2. Eva Baker

   Director, Center for the Study of Evaluation,
   University of California at Los Angeles

   Topic: Relationship of Testing to Instruction

3. Judah Schwartz

   MIT: Educational Development Center

   Topic: Project TORQUE: An Illustrative Example of How to Do It Differently

Conference 7 - Houston, Texas - Region VI

1. William Angoff

   Executive Director for Technical Development,
   Educational Testing Service

   Topic: Historical Perspectives on Testing

2. Jan Barnett, Vicky Hardway, Connie Myers

   Barnett is Assistant Director for Appraisal Services,
   Spring Brand ISD
   Hardway is a 4th Grade Teacher, Spring Brand ISD
   Myers is an Elementary School Principal, Spring Branch ISD

   Topic: Criterion-Referenced Testing as an Educational Tool

Conference 8 - Atlanta, Georgia - Region IV

1. Frank Womer

   Director, Michigan School Testing Service,
   Ann Arbor, Michigan

   Topic: Uses and Abuses of Tests and Testing

2. James J. Gallagher

   Director, Frank Porter Graham Child Development Center,
   Chapel Hill, North Carolina

   Topic: Using Testing to Improve Instruction

Appendix B

Regional Conference Agendas

REGION V

agenda

Conference on Testing And Instruction

Wayne County Intermediate School District
33500 Van Born Road, Wayne, Michigan

March 27 and 28, 1979

agenda – Tuesday, March 27

8-9 a.m. **Coffee/Pastry and Registration**

8:30-9:30 **Conference Convenes**
Greetings William Simmons, Superintendent
Wayne County Intermediate School District
Conference Purpose Juliette Noone Lester
USOE Regional Commissioner
Region V, Chicago

9:30-10:30 ***Testing***
Speaker Ronald Edmonds
Senior Assistant to the Chancellor of Instruction
Board of Education of the City of New York

10:30-10:45 **Break**

10:45-11:45 ***Instruction***
Speaker Eva Baker
Director, Center for the Study of Evaluation
University of California at Los Angeles

12 noon ***Lunch***
Speaker Robert E. Taylor, Executive Director
The National Center for Research in Vocational Education
The Ohio State University

1:30-5 p.m. **Test Design and Relationship to Instruction**
Training Sessions
Representatives from the Center for the Study of Evaluation (CSE) in charge.
Participants will divide into 9 training groups.

Discussion/Report Leaders

Group 1, Room 232	Lorenza Dixon	Indiana
Group 2, Room 250A	Doris Eldridge	Missouri
Group 3, Room 250B	Marian Kilbane-Flash	Ohio
Group 4, Room 250C	Tom Odneal	Missouri
Group 5, Room 223	John Osborne	Michigan
Group 6, Room 266	Walter Richardson	Ohio
Group 7, Room 202	Joann Rochester	Michigan
Group 8, Room 374	Roy Tally	Minnesota
Group 9, Room 156	Joyce Weddington	Tennessee

5:30 ***No-host Social Hour***
Blue Room
Ramada Inn at Detroit Metropolitan Airport
8270 Wickham Road

6:30 ***Dinner***
Gold Room
Ramada Inn at Detroit Metropolitan Airport
Presiding Wade M. Robinson, President, CEMREL, Inc.
St. Louis

agenda Wednesday, March 28

8-8:30 a.m. *Coffee/Pastry*

8:30-9:45 **Making Minimum Competency Programs Work**

Panel on Testing/Instruction

Allen Zondlak, Director of Planning, Detroit Public Schools, Moderator

W. James Popham, Professor of Education, University of California at Los Angeles
Stuart Rankin, Assistant Superintendent, Research, Planning and Evaluation, Detroit Public Schools
Pauline V. Grissom, Detroit Public Schools
Elaine Lindheim, Instructional Objectives Exchange, Los Angeles

9:45-10 *Break*

10-11:45 *Response Panel*

John Dobbs, Assistant Superintendent, School and Community Affairs, Michigan Department of Education, Moderator
Ronald Boyd, Associate Superintendent, Indiana Department of Public Instruction, Timekeeper

Classroom Level	Pat Daly	Michigan
School Level	Theresa Denman	Michigan
District Level	Angeline Caruso	Illinois
State Level	David Donovan	Michigan
School Board	Frances Coe	Tennessee
Regional Office of Education	Clark Chipman	Illinois
Higher Education	Harold Harty	Indiana
National Dissemination	Shirley Menendez	Illinois

12 noon *Lunch*

Speaker John W. Porter, Superintendent of Public Instruction, Michigan Department of Education

1:30-3:15 *Resource Awareness*

Select two different groups from chart:

Group A Room 250A	Group B Room 232	Group C Room 250B	Group D Room 223
ERIC Clearinghouse Network	R&D Labs and Centers	Regional Dissemination Services	Special Institutes and Centers
ERIC Clearinghouse on Reading and Communication Skills Urbana Bernard O'Donnell Director	CEMREL, Inc. St. Louis Harriet Doss Willis Director, Urban Education Program	Midwest Regional Exchange Project St. Louis Dane Manis Project Director	Center for the Study of Reading Urbana Brenda J. Lerner Coordinator
ERIC Clearinghouse on Science, Math, and Environmental Education Columbus Robert W. Howe Director	The Center for Vocational Education Columbus Robert Taylor Executive Director	Research and Development Interpretation Service St. Louis Pat Washington Project Staff	Educational Finance and Productivity Center Chicago Charles Bidwell Co-Director
Region V, USOE Regional Office Chicago Clark Chipman Dissemination Staff	Wisconsin R&D Center for Individualized Schooling Madison Richard Rossmiller Co-Director	Resource and Referral Service Columbus John Peterson Project Director	Institute for Research on Teaching E. Lansing Lawrence Lezotte Coordinator

agenda Wednesday, March 28

1:30-2:20 **Session 1: Select either A, B, C, or D**

2:20-2:25 **Switch to your second selection**

2:25-3:15 **Session 2: Select either A, B, C, or D**

3:15-3:30 ***Break***

3:30-4:30 ***Perspectives Panel***
George Grimes
Director, Information Services, Wayne County
Intermediate School District, Moderator

Local Education Agency
Administration Jack Mawdsley, Michigan

State-wide Teacher Association
Kentucky Education Association
Martha Dell Sanders, Kentucky

Central Office
Planning and Development John Grate, Ohio

State Education Agency
Planning and Evaluation Peggy Mauter, Ohio

Adjourn

Midwest Conference on Testing and Instruction

This conference is one of a series of eight planned by the Center for the Study of Evaluation, University of California at Los Angeles, under a contract with the National Institute of Education. The Midwest Conference is coordinated by the School and Community Service Group of CEMREL, Inc., the St. Louis-based educational laboratory, in cooperation with the Wayne County Intermediate School District. States in the CEMREL region are Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Ohio, Tennessee and Wisconsin.

Midwest Conference Planning Committee

Clark Chipman	United States Office of Education, Region V
John Dobbs	Michigan Department of Education
George Grimes	Wayne County Intermediate School District
John Osborne	Michigan Department of Education
Allen Zondlak	Detroit Public Schools
James A. Winter, Chairman	CEMREL, Inc.
Linda Campbell	CEMREL, Inc.
Verna G. Smith	CEMREL, Inc.

REGION X

Regional Invitational Testing Conference
April 30-May 1, 1979
Thunderbird Inn at the Quay
Vancouver, WA

Conference Goal: It is desired that the conference will result in increased knowledge of (a) quality test practices and (b) regional testing concerns among all participants.

APRIL 30, 1979

Time	Activity	Location
8:30	Registration	Lobby
8:30- 9:15	Coffee	Exposition Hall
9:15- 9:30	WELCOME Dean H. Nafziger, Director Division of Evaluation, Research and Assessment Northwest Regional Educational Laboratory (NWREL) Allen T. Apodaca Regional Commissioner of Educational Programs HEW Region X Robert P. Rath Associate Director Northwest Regional Educational Laboratory	Exposition Hall
9:30-10:30	APPROPRIATE TEST USES Eva Baker, Director Center for the Study of Evaluation (CSE) UCLA Graduate School of Education	Exposition Hall
10:30-10:45	Break	
10:45-12:00	RELATING TESTING TO INSTRUCTION Madeline Hunter, Principal University Elementary School Los Angeles, CA	Exposition Hall
12:00- 1:30	Lunch	East and West River Rooms

Time	Activity	Location
1:30- 5:00	TEST DESIGN AND RELATIONSHIP TO INSTRUCTION Group Leaders: Michael Hiscox - NWREL Evelyn Brzezinski - NWREL Betty Tomblin - NWREL Suzanne Hiscox - NWREL Randy Demaline - NWREL Pegge Tille-HEW Region X Office James Burry - CSE Linda Polin - CSE	Group 1: Poolside Room Group 2: After Deck Group 3: Quarter Deck Group 4: Chart Room Group 5: Quayside Group 6: Room 202 Group 7: Exposition Hall
5:45- 6:30	Meeting of chairpersons, presenters, and group leaders for Tuesday's sessions	Chart Room
6:00	No Host Reception	West River Room
7:30	Dinner Congressional Perspectives on Testing Rikki Poster Legislative Assistant Senator Mark O. Hatfield	East and West River Rooms

Regional Invitational Testing Conference
April 30-May 1, 1979
Thunderbird Inn at the Quay
Vancouver, WA

MAY 1, 1979

Time	Activity	Location
8:00	Coffee	Exposition Hall
8:30- 8:45	Overview of the Day's Activities Beverly L. Anderson, Director Assessment and Measurement Program Northwest Regional Educational Laboratory	Exposition Hall
8:45- 9:45	STATE AND DISTRICT TESTING PROGRAMS--EXAMPLES	
	Group 1	Exposition Hall

Chair:
Robert Lehman, Director, Planning and Evaluation
Lake Washington School District No. 414
Redmond, Washington

Presenters:
Gerald Evans, State Superintendent of Public Instruction
Boise, Idaho

Ralph Uphus, Elementary Principal
Central Valley School District No. 356
Spokane, Washington

Wayne Neuberger, Coordinator of Program Evaluation
Beaverton Schools
Beaverton, Oregon

	Group 2	Chart Room

Chair:
Clair Bowman, Associate Professor
Boise State University
Boise, Idaho

Presenters:
Gordon Ensign, Supervisor, Program Evaluation
Office of Superintendent of Public Instruction
Olympia, Washington

Time	Activity	Location
	Vic Doherty, Assistant Superintendent of Evaluation Portland Public Schools Portland, Oregon	
	Group 3	After Deck
	Chair: William P. McDougall, Professor Washington State University Pullman, Washington	
	Presenters: Louis O. Strand, Director of Instruction Helena School District No. 1 Helena, Montana	
	Barbara Cole, Coordinator, Research & Assessment Oregon Department of Education Salem, Oregon	
	Lee Kulla, Research and Evaluation Unit Edmonds School District #15 Lynnwood, Washington	
9:45-10:00	Break	Coffee served in room where your 10 o'clock session is held

Time	Activity	Location
10:00-11:30	PERSPECTIVES ON KEY TESTING ISSUES	
	Group 1	After Deck

Chair:
William E. Connett, Statistical Consultant
Office of Superintendent of Public Instruction
Helena, Montana

Presenters:
Orvis Stenson, Dean of Guidance
C. M. Russell High School
Great Falls, Montana

Ted E. Gary, Principal
Hazel Valley Elementary School
Seattle, Washington

Lois Beal, Title I Specialist
Northshore School District
Bothell, Washington

George Sitkei, Test Specialist
Corvallis School District 509J
Corvallis, Oregon

Mitsugi Nakashima, Assistant Superintendent
Hawaii Department of Education
Honolulu, Hawaii

	Group 2	Quarter Deck

Chair:
Wayne Neuburger, Coordinator of Program Evaluation
Beaverton Schools
Beaverton, Oregon

Presenters:
John Armenia, Assistant Superintendent
Selah School District
Selah, Washington

Daniel Organ, Director, Evaluation Center
Yakima School District #7
Yakima, Washington

Helen Hess, Title I Coordinator
Sunnyside Elementary School
Portland, Oregon

Time Activity Location

Jim Menzies, Principal
Coupeville High School
Coupeville, Washington

Janet Mann, Learning Disabilities Specialist
Waverly Elementary School
Albany, Oregon

Group 3 Room 202

Chair:
Michael D. Hiscox, Research Specialist
Northwest Regional Educational Laboratory
Portland, Oregon

Presenters:
Robert Abbott, Associate Professor
University of Washington
Seattle, Washington

Lee Wicklund, Director of Curriculum and Instruction
North Bend Public Schools
North Bend, Oregon

Conrad Bertin, Counselor
Blackfoot High School
Blackfoot, Idaho

Thelma Soltman, Basic Skills Teacher--Title I
McCarver School--Tacoma School Dist.
Tacoma, Washington

Carlton Bryson, Mathematics Chairman
Benson Polytechnic High School
Portland, Oregon

Time	Activity	Location
	Group 4	Exposition Hall

Chair:
Gordon Ensign, Supervisor, Program Evaluation
Office of Superintendent of Public Instruction
Olympia, Washington

Presenters:
William P. McDougall, Professor
Washington State University
Pullman, Washington

Lanny Nivens, Counselor
Siuslaw Middle School
Florence, Oregon

Vaughn Hawkes, Assistant Superintendent
Blackfoot School District #55
Blackfoot, Idaho

Robert Lehman, Director, Planning and Evaluation
Lake Washington School District No. 414
Redmond, Washington

Linda Tomac, Teacher
Sheridan Elementary School
Sumner, Washington

	Group 5	Quayside Room

Chair:
Barbara Cole, Coordinator, Research & Assessment
Oregon Department of Education
Salem, Oregon

Presenters:
Clair Bowman, Associate Professor
Boise State University
Boise, Idaho

Harold Kafer, Curriculum Consultant
Educational Service District 171
Wenatchee, Washington

Melba Worth, Vice President
National PTA Region VII
Milwaukie, Oregon

Donald Langan, Director of Instruction
School District No. 5
Kalispell, Montana

Time	Activity	Location
11:45- 1:15	Lunch Regional Testing Resources Hyrum Smith, Director Division of Educational Services Regional Office of Educational Programs HEW Region X	East and West River Rooms
1:15- 2:20	DISCUSSION OF KEY TESTING ISSUES	
	Group 1: Training and Resources Moderator: Pegge Tille - HEW Region X Office	After Deck
	Group 2: Data Usefulness Moderator: Betty Tomlin - NWREL	Quarter Deck
	Group 3: Integration of Testing with Instruction Moderator: Suzanne Hiscox - NWREL	Quayside Room
	Group 4: Integration of Testing with Administration and Program Evaluation Moderator: Randy Demaline - NWREL	Room 202
	Group 5: Test Development Moderator: Mike Hiscox - NWREL	Chart Room
	Group 6: Test Selection Moderator: Evelyn Brzezinski - NWREL	Exposition Hall
	Group 7: Control of Testing Moderator: Jim Burry - CSE	Poolside Room
2:20- 2:45	Refreshments	Exposition Hall
2:45- 3:45	Group Reports to Total Conference	Exposition Hall
3:45- 4:00	Closing Activities	Exposition Hall

AGENDA

Region VII and VIII TESTING CONFERENCE
May 7 and 8, 1979

Sponsored by:
The Mid-continent Regional Educational Laboratory and the Regional Offices of
Educational Programs VII and VIII

Meeting Location:
The University of Missouri Conference Center
5100 Rockhill Road
Kansas City, Missouri

Monday, May 7, 1979

8:30-9:15	Coffee/Registration
9:15	Welcoming Remarks Harold Blackburn, Commissioner OE Region VII John Runkle, Commissioner OE Region VIII
9:30	Introduction to the Morning Session Edward Larsh, Dissemination Director, OE Region VIII
9:45	Uses and Abuses of Tests, and The Relationship of Testing to Instruction William Coffman, Iowa Testing Programs, University of Iowa
10:30	Break
10:45	Uses and Abuses of Tests, and the Relationship of Testing to Instruction, continued Deborah Meier, Principal, New York City
11:30	Questions and Discussion
12:00	Lunch Remarks by: Dr. John Runkle, Commissioner OE Region VIII
1:00	Panel Discussion: Issues in Testing Willard Foster, Kansas State Department of Education Robert Benton, Superintendent of Public Instruction, Iowa Alan Wheeler, District Superintendent, Kansas City, MO ? Ball, District Superintendent, Shawnee Mission, Kansas Charles Foster, Missouri Department of Public Instruction Moderated by: Dr. Harold Blackburn, Commissioner, OE Region VII
2:00	Keynote, Senator Thomas Eagleton Chair: Higgins, PRO
3:15	Break

3:30-5:30 Center for the Study of Evaluation Workshops on selected aspects of testing

Workshop leaders:
Judy Hamilton, Specialist, Secondary Guidance & Competency Based Education, Kansas State Department of Education
David Lee, Director, Guidance, Counseling & Testing, Department of Public Instruction, North Dakota
Roger Hudson, Director, Student Personnel Services, Nebraska State Department of Education
James Hansen, Deputy Superintendent, Division of Elementary and Secondary Education, South Dakota

5:30 Social Hour

6:30 Dinner
Remarks by: Lochran Nixon, Director, Mid-continent Regional Educational Laboratory (McREL)
Chair: C.L. Hutchins, Deputy Director, McREL

Tuesday, May 9, 1979

8:30 Coffee

9:00 Minimum Competency Testing: State of the Art and State of the Region.
Chris Pipho, Associate Director, Department of Research and Information, Education Commission of the States
Chair: Roger Hudson, Director, Student Personnel Services, Nebraska State Department of Education

10:00 Break

10:30 Improving Instruction Through Testing.
Dale Scannell, Dean of Education, University of Kansas
Chair: Judy Hamilton, Specialist, Secondary Guidance and Competency Based Education, Kansas State Department of Education

12:00 Lunch: (Remarks by Dot Wolfe, Region VIII, Andrea King, Region VII, and Linda Sikorski, McREL on HEW resources available in the region)

1:15-2:15 Small Group Sessions:

1. Utah Statewide Educational Assessment Model - Cognitive and Process Measurement.
David Nelson, Coordinator, Evaluation & Planning, USBOE
Chair: Linda Sikorski, Director, McREL Regional Exchange

2. Evaluation vs. Testing: Distinguishing Instructional Outcomes and Learner Outcomes.
Don Cox, Associate Superintendent, Iowa SDI.
Chair: Charles Foster, Director of Pupil Personnel, Missouri State Department of Education

3. The Role of Testing and Evaluation in Educational Accountability, Bill Dean, Assistant Commissioner, Colorado State Department of Education
Chair: Diane Proctor, Coordinator of Program Evaluation and Research, Jefferson County Public Schools

4. The Use of Test Data in Missouri's Instructional Management System. Richard King, Coordinator of Curriculum, Missouri State Department of Education.
Chair: David Lee, Director, Student Personnel Services, Nebraska State Department of Education

5. Criterion Referenced Testing - Interpretation and Use of Test Data. Dale Foreman, Council for REAL Education.
Chair: James Hansen , Deputy Superintendent, Division of Elementary & Secondary Education, South Dakota

6. Alternatives to Standardized Testing: Why and What.
Bernard McKenna, NEA.
Chair: C.L. Hutchins, Deputy Director, McREL

2:15-3:15 Workshops

3:15 Wrap-Up: Implications for Meeting Federal Requirements
Tom Keyes, Program Officer, Right-to-Read

REGION IX

NATIONAL INSTITUTE OF EDUCATION
REGIONAL CONFERENCE ON TESTING AND INSTRUCTION

Airport Marina Hotel
Los Angeles, California
May 14-15, 1979

Monday May 14

8:30	Registration
9:00 Savoy	WELCOMING REMARKS Eva L. Baker Director, Center for the Study of Evaluation INSTRUCTIONAL IMPLICATIONS OF TESTING Madeline Hunter Principal, University Elementary School, UCLA
10:30	Coffee break THE USES AND ABUSES OF ACHIEVEMENT TESTS Peter Arasian Professor of Education, Boston College
12:00 Riviera/ Versailles	LUNCH SUMMARY OF MORNING PRESENTATIONS AND FOCUS FOR SMALL GROUP SESSIONS James Burry, Director of Field Services, Center for the Study of Evaluation
1:15 - 5:00 Savoy Riviera Pompano Guslander Marco Polo 320A	PRACTICAL METHODS IN TEST SELECTION, DEVELOPMENT AND USE These small group sessions will use materials developed for the conference to provide training in the following areas: How to write domain-referenced test specifications, methods of assuring test items' congruence with domain specifications, comparing tests' relevance for a given curriculum, and technical and practical qualities of tests. After the training, the groups will develop recommendations on the themes of testing and instruction to be brought to the attention of the National Institute of Education.
5:00 Poolside	NO-HOST SOCIAL HOUR
6:30 Riviera/ Versailles	DINNER Michael Timpane, Deputy Director, National Institute of Education Following Dr. Timpane's remarks, the session will be open for a dialogue on federal policy on testing and instruction.
8:30	CONFERENCE ADJOURNS FOR THE DAY

Tuesday May 15

8:30 Coffee

9:00 - 12:00
Savoy

SESSION MODERATED BY: Richard Schutz, Director
SWRL Educational Research and Development.

THE PROCESS AND POLITICS OF A SUCCESSFUL DOMAIN-REFERENCED TESTING SYSTEM
Jerry George, Administrator of Glendale Management Systems, Glendale (Arizona) Union High School District

TESTING IN A LARGE METROPOLITAN SCHOOL DISTRICT
Harry Handler
Deputy Superintendent, Los Angeles Unified School District

PROJECT TORQUE
Judah Schwartz, Professor of Engineering Science and Education, MIT and Co-Director, Project TORQUE, Educational Development Center, Newton, Massachusetts

12:30
Riviera/
Versailles

LUNCH

Samuel B. Kermosoian
Regional Commissioner, Intergovernmental and Special Services
USOE Region IX, San Francisco

1:30
Savoy

SENSE OF CONFERENCE PANEL

The following panel will summarize issues presented at the Conference and other issues in testing and instruction for the attention of the National Institute of Education.

Representative of the National Education Association: MELBA KNUTSEN, Chairperson, Curriculum and Instruction, California Teachers Association.

Representative of School Administrators: CAROLYN DEOLDEN, Director, Testing and Evaluation, Hacienta-LaPuente Unified School District.

Representative of the American Federation of Teachers: MILES MEYERS, Oakland School District and Bay Area Writing Project.

Representative of State Education Agency: ALEX LAW, Director Office of Program Evaluation, California State Department of Education.

3:00 - 5:00

Speakers and participants are encouraged to remain in the Savoy room and continue discussions.

END OF FORMAL AGENDA

12:00-1:30 **Banquet Luncheon**
Haverford Dining Center
Speaker:
Dr. Zacharie Clements
Associate Professor of Education
University of Vermont

1:30-3:30 **WHERE DO WE GO FROM HERE?**
Speaker:
Dr. Egon G. Guba
Professor of Education
Indiana University

Dialogue
  Dr. Egon G. Guba
  Dr. James Burry
  Regional Workshop Leaders

3:30 **Adjourn**

Agenda

REGION III

Conference on Testing and Instruction

June 4 & 5

Regional Testing Conference

Haverford College Conference Center/June 4th and 5th

Day 1 Monday, June 4

8:30 **Coffee/pastry**
Foyer-Stokes Auditorium

8:30-9:30 **Registration**
Foyer-Stokes Hall

9:30-9:45 **Welcome**
Dr. John E. Hopkins
Executive Director
Research for Better Schools

9:45-10:45 **TESTING**
Speaker:
Dr. Ronald Edmonds
Senior Assistant to the Chancellor of Instruction
Board of Education of the City of New York

10:45-11:00 **Break**

11:00-12:00 **INSTRUCTION**
Speaker:
Dr. Madeline Hunter
Principal
University Elementary School
UCLA

12:00 Noon **No-host Lunch**
Haverford College Dining Center
Speaker:
Dr. Albert C. Crambert
Commissioner
HEW Regional Office of Educational Programs

1:30 **Concluding Remarks**
Dr. James Burry
Project Director
Center for the Study of Evaluation/UCLA

1:30-3:15 **Test Design and Relationship to Instruction**
Training Sessions
Participants will divide into assigned groups

	Leader	Room
Grp 1	Dr. Michael Kean	Bryn Mawr Rm-Dining Ctr
Grp 2	Dr. Ed Patrick	Swarthmore Rm-Dining Ctr
Grp 3	Ms. Jane Roberts	Sharpless Rm-Dining Ctr
Grp 4	Mr. Michael Simeone	Smith Rm-Dining Ctr
Grp 5	Dr. Joan Buttram	Pendle Hill Lounge
Grp 6	Dr. Linda Polin	Faculty Dining Room
Grp 7	Dr. John Bowers	Stokes Hall #121
Grp 8	Dr. Sharon Tumulty	Stokes Hall #225
Grp 9	Dr. Marshall Amesquita	Stokes Hall #254
Grp 10	Ms. Marilyn Craig	Stokes Hall #303
Grp 11	Dr. Ed Richards	Stokes Hall #315
Grp 12	Dr. Sue Root	Stokes Hall #319
Grp 13	Dr. Daniel Austin	Stokes Hall #326

3:15-3:30 **Break**
Foyer-Stokes Hall
Sunken Lounge-Dining Center

3:30-5:30 **TEST DESIGN AND RELATIONSHIP TO INSTRUCTION**
Training Sessions - resume

5:30-6:30 **No-host Social Hour**
Sunken Lounge
Haverford College Dining Center

6:30 **No-host Dinner**
Haverford College Dining Center

Day 2 Tuesday, June 5

8:30 **Coffee/pastry**
Foyer-Stokes Hall

9:00-9:15 **Welcome Back**
Dr. Albert C. Crambert
Commissioner
HEW Regional Office of Educational Programs

9:15-10:15 **WHERE ARE WE NOW?**
Speaker:
Dr. Henry M. Brickell
Director
Policy Studies in Education

10:15-10:30 **Break**
Sunken Lounge-Dining Center

10:30-12:00 **ISSUES IN TESTING**
Problems and Concerns of Regional Areas
Workshop Leaders:

Dr. J. Robert Coldiron
Bureau of Planning and Evaluation, Pennsylvania Department of Education

Dr. Thomas Corcoran
Executive Assistant
Office of the Commissioner
New Jersey Department of Education

Dr. John L. Crew
Superintendent of Public Instruction, Baltimore City Public Schools

Dr. Virginia L. Dalton
Virginia Education Association

Dr. Willian McCormick
State Supervisor of Elementary Education, Delaware Department of Public Instruction

Dr. Richard M. Petre
Assistant Deputy State Superintendent, Maryland State Department of Education

REGIONS I AND II

NORTHEAST CONFERENCE ON TESTING AND INSTRUCTION

The Boston Park Plaza, Boston, Massachusetts

AGENDA

SUNDAY, 10 JUNE 1979

7:00 PM - 8:00 PM REGISTRATION, *Mezzanine*

MONDAY, 11 JUNE 1979

REGISTRATION
8:00 AM - 10:00 AM

9:00 AM - 9:45 AM GENERAL SESSION, *Ballroom West*

Welcoming remarks -
Dr. Thomas Burns, ROEP I
Dr. William Green, ROEP II
Dr. David P. Crandall, The NETWORK

Introduction to the Agenda:
Leslie Hergert, The NETWORK

9:45 AM - 10:00 AM BREAK, *Mezzanine*

10:00 AM - 11:30 AM GENERAL SESSION, *Ballroom West*

Dr. Peter Arasian, Boston College, Uses and Misuses of Standardized Achievement Tests

Dr. Eva Baker, Center for the Study of Evaluation, Relationship of Testing to Instruction

Dr. Judah L. Schwartz; MIT, Education Development Center; It Is Possible To Do It Differently: PROJECT TORQUE, an Illustrative Example

11:30 AM - 12:00 PM GENERAL SESSION (CONT'D.)

Questions to Panel: Dr. Thomas Burns, Moderator
Participants will have the opportunity to question the testing and instruction panel.

12:00 PM - 1:30 PM LUNCH, *Stanbro Hall*

1:30 PM - 3:00 PM SMALL GROUP TRAINING SESSIONS, *Fourth Floor*

Participants will break into small groups to work with packaged materials. *Module I*

3:00 PM - 3:15 PM BREAK, *Fourth Floor Landing*

3:15 PM - 5:00 PM SMALL GROUP TRAINING SESSIONS, *Fourth Floor*

Participants will reconvene in small groups to work with packaged materials. *Module II*

5:00 PM - 6:00 PM NO HOST SOCIAL HOUR, *Parlor A*

6:30 PM DINNER, *Georgian Room*

TUESDAY, 12 JUNE 1979

REGISTRATION
8:30 AM - 9:30 AM

9:00 AM - 9:15 AM COFFEE, *Mezzanine*

9:15 AM - 10:00 AM GENERAL SESSION, *Ballroom West*

Opening Remarks
David Max McConkey, The NETWORK
Dr. Les May, Assoc. Dir., Research & Assessment, MA Dept. of Ed.

10:00 AM - 10:55 AM PRESENTATIONS, *Fourth Floor*

Participants may choose one of the following sessions:

A. *(Room 433)* Monitoring Student Progress on Instructional Goals, Corrine McGuigan, The NETWORK

B. *(Room 436)* Resources in Testing
- ERIC (Educational Resources Information Center) and Educational Testing Service; Barbara Wildemuth, ERIC: TM, ETS Test Collection
- Educational Products Information Exchange, James George, EPIE

C. *(Room 437)* A Look at a State Assessment Program
Dr. Cynthia V. L. Ward, Director; Martha H. Darnley; Dr. Ralph S. Daniels; Bureau of Research and Evaluation, Rhode Island State Department of Education

D. *(Room 402)* Openness About Standardized Tests: Improving Communication with Parents and Students; William Corbett, Principal, James Russell Lowell School, Watertown MA

E. *(Room 406)* Alternatives to Standardized Testing;
Dr. Bernard McKenna, NEA; Otis Thompson, Maine Teachers Assn

11:05 AM - 12:00 PM PRESENTATIONS, *Fourth Floor*

Participants may choose another selection from Sessions A-E.

12:00 PM - 1:00 PM LUNCH, *Ballroom East*

1:00 PM - 3:00 PM GENERAL SESSION, *Ballroom West*

Panel Discussion: David Max McConkey, Moderator
Testing and Competency-Based Education: Multiple Perspectives
- Lydia Greenberg, State Testing Coordinator, NJ State Dept
- John Powers, Superintendent, SU #56, Somersworth, N.H.
- Charlotte Ryan, Massachusetts Parent Teacher Assn
- Otis Thompson, Maine Teachers Assn

Participants are encouraged to question the panel on issues of testing and competency-based education and to respond to ideas generated by conference presentations

3:00 PM CLOSE

Please leave your questionnaire at the registration desk on the Mezzanine as you leave. THANK YOU FOR COMING!

AGENDA

Region VI Testing Conference
June 21 and 22, 1979

Sponsored by:
Southwest Educational Development Laboratory, Houston ISD,
Center for the Study of Evaluation, UCLA, and
the U. S. Office of Education, Region VI

The University of Houston
Continuing Education Center
University of Houston Hotel
4800 Calhoun Road
Houston, Texas 77004

Thursday, June 21		LOCATION
8:30 - 9:00	Coffee/Registration	2nd Floor Lobby
9:00 - 9:30	Welcome: James H. Perry Executive Director Southwest Educational Development Laboratory Austin, Texas Ed Baca Regional Commissioner Region VI - Office of Education Dallas, Texas Billy Reagan Superintendent Houston ISD	Constellation Orion
9:30 - 10:30	"Historical Perspectives on Testing" William Angoff Executive Director for Technical Development Educational Testing Service (ETS) Princeton, New Jersey	Constellation Orion
10:30 - 10:45	Break	
10:45 - 11:45	"Criterion Referenced Testing as an Educational Tool" Jan Barnett Assistant Director for Appraisal Services Spring Branch ISD Houston, Texas	Constellation Orion

Vicky Hardway
Instructor
Spring Branch
Houston, Texas

12:00 -1:00 Lunch — Zodiac Room

"Enhancing the Test Taking Abilities of Inner City Students"
Doris Anderson
President, Houston Teachers Association

1:00 - 2:45 CSE Test Development Training
(small group sessions)

Group 1	Constellation Orion A
Group 2	Constellation Orion B
Group 3	Hercules
Group 4	Scorpius
Group 5	Saturn
Group 6	Jupiter

3:00 - 4:45 CSE Test Development Training
(small group sessions)

Group 1	Constellation Orion A
Group 2	Constellation Orion B
Group 3	Hercules
Group 4	Scorpius
Group 5	Saturn
Group 6	Jupiter

5:30 - 7:00 Social Hour — Aquarius/Pisces

Friday, June 22

8:30 - 9:00 Coffee

9:00 - 10:00 Topical Sessions

A. "Issues in Testing and Teaching the Culturally Different Child" — Hercules
Ernest Bernal
Professional Associate
Educational Testing Service (ETS)
Austin, Texas

B. "Issues in Testing and Teaching Gifted Children" — Scorpius
Phil Powell
Professor, Educational Psychology
University of Texas, Austin

C. "Issues in Testing and Teaching Children with Learning Disabilities" — Saturn
Steve Larsen
Professor, Special Education
University of Texas, Austin

10:00 - 11:00	"Implementation of A Bilingual Program in a Large Urban School System" Michael Mauldin Assistant Director of Research and Testing Houston ISD	Constellation Orion
11:00 - 12:00	Panel Discussion (1 chairman - representatives from topical sessions)	Constellation Orion
12:00 - 12:30	Wrap-Up (Directions, Expectations, Issues) Jim Burry Director of Evaluation Center for the Study of Evaluation University of California, Los Angeles Charles Nix Associate Commissioner for Planning and Accreditation Texas Education Agency Participant representatives from test development training sessions	Constellation Orion

SOUTHEASTERN REGIONAL CONFERENCE
on
TESTING AND INSTRUCTION

June 24-26, 1979
Sheraton - Atlanta Hotel
Atlanta, Georgia

EDUCATION FOR THE FUTURE
Southeastern
Regional
Council

CONFERENCE SPONSORS

The Southeastern Regional Council for Educational Improvement
The National Institute of Education
The U.S. Office of Education, Region IV

AGENDA
SOUTHEASTERN REGIONAL CONFERENCE ON TESTING AND INSTRUCTION
SHERATON-ATLANTA HOTEL, ATLANTA, GEORGIA
JUNE 24-26, 1979

Sunday, June 24, 1979

Blue Ridge B	**3:00 p.m.-9:00 p.m.**	**Registration**
Piedmont	**5:00 p.m.-6:00 p.m.**	**Briefing Session for Conference** Presentors and Facilitators

Monday, June 25, 1979

Blue Ridge B	**8:00 a.m.-5:00 p.m.**	**Registration**
Georgia Ballroom West	**8:30 a.m.-12 Noon**	**First General Session**
	8:45 a.m.	**Welcome:** H. Titus Singletary, Associate Superintendent, Georgia State Department of Education, Atlanta, Georgia **Conference Purpose:** Wayne Teague, Superintendent of Education, Alabama State Department of Education, Montgomery, Alabama
	9:15 a.m.	"Competency Testing from a Chief State School Officer's Viewpoint," Ralph D. Turlington, Florida State Department of Education, Tallahassee, Florida
	10:00 a.m.	**Coffee**
	10:15 a.m.	"Uses and Abuses of Tests and Testing," Frank Womer, Director, Michigan School Testing Service, Ann Arbor, Michigan
	11:15 a.m.	"Using Testing to Improve Instruction," James J. Gallagher, Frank Porter Graham Child Development Center, Chapel Hill, North Carolina
	12:15 p.m.	**Lunch**
	1:30-5:00 p.m.	"Test Design and Relationship to Instruction" Small Group Training Sessions

Group	Room	Facilitators
1	**Blue Ridge A**	Paul Wylie, Alabama State Department of Education William C. Berryman, Alabama State Department of Education
2	**Cumberland B**	William Johnson, Arkansas State Department of Education
3	**Cumberland A**	Hugh I. Peck, Louisiana State Department of Education James V. Soileau, Louisiana State Department of Education
4	**Piedmont**	Vana Meredith, South Carolina State Department of Education
5	**Coastal**	Clark Trivett, North Carolina Department of Public Instruction H.T. Conner, North Carolina State Department of Public Instruction
6	**Great Valley**	Margaret Weber, Educational Testing Service, Atlanta
7	**Suite 710**	Janice P. Smith, Florida State Department of Education Thomas H. Fisher, Florida State Department of Education
8	**Suite 810**	Jim Burry, Center for the Study of Evaluation, UCLA
9	**Suite 910**	Linda Polin, Center for the Study of Evaluation, UCLA
10	**Suite 1010**	John Evins, Jr., Kentucky State Department of Education

5:00 p.m.	**Adjourn Day 1**	
6:00-7:30 p.m.	**No Host Social Hour**	**Georgia Ballroom West**

Tuesday, June 26, 1979

	8:30 a.m.-9:30 a.m.	"Test Design and Relationship to Instruction" continued. Participants will reconvene with their original groups in original rooms.
	9:30 a.m.-10:00 a.m.	**Small Group Discussions on Testing Issues**
	10:00 a.m.	**Coffee Break**
Georgia Ballroom West	10:15-Noon	**Second General Session**
	10:15 a.m.	"Competency Testing from a Regional Commissioner's View," William L. Lewis, USOE Regional Commissioner, Region IV, Atlanta, Georgia
	10:45 a.m.	"Making Minimum Competency Programs Work" A Panel Discussion **Panel Moderator:** Richard C. Causey, Alabama State Department of Education **Panel Members:** Jim Burch, North Carolina Department of Public Instruction Alice Shrewsberry, Owensboro, Kentucky Independent School System James V. Soileau, Louisiana State Board of Education Thomas H. Fisher, Florida Department of Education Cameron Fincher, University of Georgia, Athens
Georgia Ballroom East	12:15 p.m.	**Luncheon**
	1:00 p.m.	Luncheon Address: "What's Right with American Education," Harold Hodgkinson, Director, Professional Institute, American Management Association, Washington, D.C.
	2:00 p.m.	Summary and Conclusions: "Sense of the Conference," Charlie G. Williams, Superintendent of Education, South Carolina State Department of Education, Columbia, South Carolina
	2:30 p.m.	**Adjourn**

Conference Planning Committee

William Johnson
Arkansas State Department of Education

Janice P. Smith
Florida State Department of Education

Elizabeth Creech
Georgia State Department of Education

Lloyd C. Smith
Louisiana State Department of Education

John Ethridge
Mississippi State Department of Education

Rex Pouncey
Mississippi State Department of Education

H.T. Conner
North Carolina Department of Public Instruction

Robert R. Hill
South Carolina State Department of Education

Paul D. Sandifer
South Carolina State Department of Education

Reese Johnson
USOE, Region IV

Corinne Scott
National Institute of Education

John Lovegrove
USOE, Region IV

Marilyn Dowdy
USOE, Region IV

Appendix C

The Role of Testing in American Schools
(bound separately)

Appendix D

Making, Choosing and Using Tests:
A Practicum in Domain-referenced Testing

(bound separately)

Appendix E

Conference Evaluation Summaries

CONFERENCE EVALUATION SUMMARIES

Date Collection

Though not a part of the formal contract, CSE gathered evaluative information about conference activities in collaboration with sponsors. Information gathering therefore varied somewhat from site to site. For the Region V conference, an opinion form concerning conference value was completed by participants after the conference and returned to the sponsor. CSE materials were evaluated on a measure designed for that purpose.

For the Region X conference, participant perception of the conference was one topic of a larger measure developed by the sponsor. CSE materials were evaluated on the same measure as used in Region V.

In the Region IX conference, both overall evaluations and materials assessment were collected at the same time that participant recommendations about follow-up were made.

In the conference for Regions I and II, the opinionnaire used to collect participant recommendations also provided space for respondents to write their comments regarding their conference and CSE materials.

In Region VI, participants provided both rating data and written comments about the conference and about CSE materials.

Region IV participants responded to an opinionnaire asking for their recommendations, and written comments on the conference as a whole and on CSE materials.

Evaluation of Conferences Across Site

Participants expressed enthusiasm about the speakers, the small group workshops, and the opportunity to exchange ideas with other colleagues, particularly at state and federal levels. This positive reaction -- that the Regional Conference was a fine beginning step -- confirmed participant requests to have a larger and wider audience for the conferences: more classroom teachers, community leaders, and parents, as well as greater press coverage. Other comments described the financial difficulties most school districts experienced in providing funds for teacher released time, and asked for an extended conference in order to amplify the topics covered and to add others.

Primarily, the participants wanted the conference extended to allow for more audience participation, so that they could react to the information presented, voice their problems and needs, and take part in planning future conferences. Suggestions of this nature were made in such comments as "I need more time to absorb all these ideas," and "The pace needs to be varied." In general, the participants viewed the conference as a good beginning of a dialogue which they hope will be continued between the local school personnel and the state and federal educational agencies, a two-way dialogue with potential to improve education and to foster better communication among all involved.

Evaluation of Conference by Site

Region V: A questionnaire was mailed to the participants after the conference (59% return rate):

The table below shows the results on five questions rated by the participants on a scale of 1-10 with 10 as the highest possible rating.

	Question	Range	Mode	Mean	Median
1.	Content Quality	3-10	8	8	7.68
2.	Facility Quality	5-10	10	9	8.80
3.	Logistics Quality	3-10	9	9	8.07
4.	Format Quality	3-10	9	8	8.02
5.	Overall Quality	3-10	9	8	8.03

Responses to two open-ended questions:

1. Major Strength of the Conference

The most frequent answers were the quality of the presentations, the presentors, and the panelists.

2. Major Weakness of the Conference

The most frequent responses were "Test Design and Relationship to Instruction" and "too much too quick."

Preferences for an educational conference revealed:

Item	Top Choice	Second Highest
Month of year	October	March
Week of Month	Second	1st or 3rd
Day(s) of Week	Wednesday	Tues. or Thurs.
Number of Days	2	2-3
Hours per day	7	5
Sessions per day	4	6
Mode of Presentation	Mixed-varied	Small groups
Catered Lunches	Yes 78%	

Region X: Participant response forms indicate that most conferees found the conference to be of moderate value (i.e., adjacent to the highest rating option provided). Asked if they would attend such a conference again even if there were a modest fee charged, most participants chose the "maybe" option. Feeling in the northwest appears to be that a totally regionally-based conference would be a useful service.

No conference evaluations were conducted in the Region VII and VIII conference.

Region IX: Most of the participants rated the conference to be of moderately high value (again, adjacent to the highest rating option provided). Most of the participants responded positively to the possibility of attending another conference, even if a moderate fee were charged. Written comments received from Region IX participants reflected:

- need for pre-conference organizer/materials
- more interaction between audience and presenters
- need for more teacher and community participation in such conferences
- expand to three days
- need for further dissemination of issues covered

No conference evaluations were conducted in Region III.

Regions I and II: Participants from Regions I and II emphasized that such conferences must be timed to avoid a conflict with the last week of the school year. Participants also wanted more opportunities to interact in small group settings with all those who presented ideas, materials, and research results. They also desired more emphasis on how to use tests effectively in relation to instruction, and a more in-depth explanation of the issues in testing. They would have liked more classroom teachers to participate and to attend (and funds to make this possible). They also wanted more take-home materials to be available, especially those materials and topics to which the speakers referred. Other topics which they would have liked to discuss were:

a) Alternatives to testing

b) In-house micro-processing of evaluation and diagnostic procedures

c) Testing in relation to classroom instructional objectives, and to students' motivation to learn, and to parents and the public and to curriculum

d) Testing in relation to basic skills, to those students who can not be expected to achieve minimum competency, to special education students.

The majority of the opinionnaire respondents agreed that their conference was well organized and worthwhile, that the CSE training materials were helpful, the presentations interesting, that they learned something they can use, and that ideas were presented in a language appropriate to the audience.

Region VI: Participants at this conference responded to an evaluation form which asked questions on:

- extent participant gained knowledge and understanding of testing and education
- extent participant gained some skill in development of criterion-referenced tests through CSE materials
- extent participant got information about testing and teaching special populations

A five-point rating scale ranging from "a great deal" to "not at all" was used on this instrument. Intervening points on the scale were not defined. In terms of the first item -- knowledge gain -- 50% of the respondents indicated they had learned either a great deal or at least the amount of knowledge represented by the point in the scale adjacent to "a great deal."

In terms of the second item -- knowledge gained through CSE materials -- 25% of the respondents indicated knowledge gains of "a great deal" or the next adjacent value. Sixty percent of the respondents lay in the top thre points of the scale.

In terms of the third item -- testing and teaching special populations -- 40% of the respondents lay in the two most positive values.

Region IV: Written responses from the Region IV conference indicated the following:

- the conference did not meet the expectations of some of the participants in addressing the relationship of testing to instruction. Too much time was spent in "getting to" the issue but not enough in addressing this issue
- the materials on Domain-Referenced Testing for use in small group sessions was written in highly specialized terminology, and needed a testing specialist to interpret. Material written in common lay language would have been much more useful to the classroom teacher
- the broad diversity of levels in the small groups seemed to hamper making the most of the materials
- many participants had excellent experiences in the small groups, and even though there was difficulty with the Domain-Referenced Testing Book, the facilitation was excellent, and the sharing between and among participants was most beneficial.

Evaluations of CSE Materials Across Sites

Participant responses to the CSE materials was quite positive regarding their usefulness and clarity. The most common theme throughout the conferences was to devote more time to explanation of how the materials can actually be used in schools, particularly by classroom teachers. Another common theme was to simplify the level of language of the materials. One other fairly prevalent point was that the diverse professional backgrounds of the small group members also added to the problems of total group understanding.

Evaluations of CSE Materials by Site

Region V: Participants at this conference responded to a five-point rating scale on

- the information in the module
- the terminology used
- the examples in the materials
- the exercises in the materials

The information on the following two pages shows how the participants responded to these matters.

TEST CONFERENCE: AFTERNOON WORKSHOPS

Detroit

Participants' Reaction Sheet

Module Title: Domain Referenced Test Specifications

1. The information in this module was:

9	19	13	4	
very clear	2	3	4	very confusing

10	18	13	4	
very useful	2	3	4	totally useless

15	13	11	4	2
very interesting	2	3	4	very boring

2. The terminology used in these materials was:

8	20	14	3	4
very understandable	2	3	4	very difficult

3. The walk-through examples which are included were:

6	15	13	6	6
excellent	2	3	4	very poor

7	9	12	6	7
sufficient	2	3	4	not enough

4. The exercise(s) included in this module was/were:

5	17	17	7	3
very easy	2	3	4	very difficult

3	17	10	11	3
clear; appropriate	2	3	4	unclear; inappropriate

TURN OVER TO BACK

TEST CONFERENCE: AFTERNOON WORKSHOPS

Participants' Reaction Sheet

Detroit

Module Title: **Item Rating Scale**

1. The information in this module was:

4	12	12	4	1
very clear	2	3	4	very confusing

7	11	10	3	1
very useful	2	3	4	totally useless

7	6	14	5	1
very interesting	2	3	4	very boring

2. The terminology used in these materials was:

5	12	11	5	1
very understandable	2	3	4	very difficult

3. The woak-through examples which are included were:

3	6	18	2	4
excellent	2	3	4	very poor

6	7	10	4	6
sufficient	2	3	4	not enough

4. The exercise(s) included in this module was/were:

3	4	20	3	1
very easy	2	3	4	very difficult

2	8	16	4	1
clear; appropriate	2	3	4	unclear; inappropriate

TURN OVER TO BACK

It seems that the information in the domain-referenced test specifications module was well received; the terminology was troublesome to some participants; more time could have been given to the walk-through examples; and that the exercises were also troublesome to some participants.

For the item-rating scale, somewhat similar patterns emerge.

Written comments by the Region V respondents suggest that for both modules:

- language level is too high for some people
- more explanation about the purpose/use of the materials is needed
- materials need to be simplified
- presenters need overhead slides
- time for presenting materials needs to be increased
- materials have potential but need a qualified leader

Region X: Participants at this conference responded to the same measures as used at Region V. Results for domain-referenced test specifications and the item-rating scale are displayed on the next two pages. Responses are generally similar to those obtained at the first conference.

The negative written comments returned by the Region X participants were similar to those received in Region V. On the other hand, respondents appeared to be more favorable toward facilitators (more time had been spent training them than in Region V).

TEST CONFERENCE: AFTERNOON WORKSHOPS

Participants' Reaction Sheet Vancouver

Module Title: **Domain Referenced Test Specifications**

1. The information in this module was:

5	21	19	9	1
very clear	2	3	4	very confusing

8	25	15	6	
very useful	2	3	4	totally useless

8	20	17	9	1
very interesting	2	3	4	very boring

2. The terminology used in these materials was:

8	25	14	6	1
very understandable	2	3	4	very difficult

3. The walk-through examples which are included were:

8	19	20	4	2
excellent	2	3	4	very poor

10	17	15	5	6
sufficient	2	3	4	not enough

4. The exercise(s) included in this module was/were:

6	13	22	9	
very easy	2	3	4	very difficult

9	1	24	8	
clear; appropriate	2	3	4	unclear; inappropriate

TURN OVER TO BACK

TEST CONFERENCE: AFTERNOON WORKSHOPS

Participants' Reaction Sheet Vancouver

Module Title: **Item Rating Scale**

1. The information in this module was:

5	20	8	2	
very clear	2	3	4	very confusing

1	19	9	3	1
very useful	2	3	4	totally useless

1	9	14	4	
very interesting	2	3	4	very boring

2. The terminology used in these materials was:

8	14	18	2	
very understandable	2	3	4	very difficult

3. The walk-through examples which are included were:

6	12	14	5	2
excellent	2	3	4	very poor

6	11	13	5	1
sufficient	2	3	4	not enough

4. The exercise(s) included in this module was/were:

5	9	13	2	2
very easy	2	3	4	very difficult

6	10	12	2	1
clear; appropriate	2	3	4	unclear; inappropriate

TURN OVER TO BACK

Based on these data, first-round materials modification was begun (as described in the main body of this report).

No materials evaluation was conducted at the Region VII and VIII conference.

Region IX: Participants at this conference used materials which had undergone some modifications. While written comments indicated more time could have been devoted to the materials, the group facilitators were well received (all facilitators were CSE/UCLA staff who were thoroughly familiar with the materials).

No materials evaluation was conducted in Region III.

Before the remaining conferences were conducted, another set of materials revisions took place, especially in terms of re-designing the facilitator's guide accompanying the materials.

Regions I and II: While the materials appeared to be more helpful to Region I and II participants, concerns were still raised about time allotted for instruction, the language level of the materials, the amount of time allotted to prepare facilitators, and the broad range of expertise among the members of the small group.

Region VI: As indicated in the overall conference evaluations, the majority of the respondents indicated they had learned something from the CSE materials. No written comments were collected.

Region IV: As indicated in the overall conference evaluations, there still appeared to be some problem with language level, and mixed participant backgrounds in the training session can create a problem in terms of appropriate manner of facilitator presentation.

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As mentioned in the main body of the text, further development work on the CSE materials is anticipated. Among the concerns that could be addressed are the issue of time allotted for training, composition of groups, and training of facilitators/leaders.

Appendix F

Recommendations by Conference

RECOMMENDATIONS: REGION X

Vancouver, Washington

The following recommendations were gathered in small groups working with a topically arranged form to list recommendations in the areas of:

- data usefulness
- test selection
- integration of testing with administration and program evaluation
- integration of testing with instruction
- training and resources
- test development
- control of testing

Each small group, guided by a leader-recorder, was assigned one of the above topics to develop recommendations. Group recommendations were as follows:

Data Usefulness

- quartiles, stanines are preferable to an average score
- diagnostic and placement tests provide the most useful kinds of test data
- competency data, showing starting points and rates of growth, need to be stressed more than they are
- the way information on test results is presented is more important than the type of data

Inappropriate test use occurs when those who are trained to interpret tests fail to do so; when feedback on test results gets delayed to teachers; when a single score determines placement or a curriculum; when students, teachers and schools are rated without a proper basis for comparison; when parents and students are not sufficiently involved in reviewing the test results; when too much reliance is placed on paper-pencil tests, instead of performmance-based alternative type tests; when tests do not match the curriculum; when tests are used for teacher evaluation. Both students' test-wiseness and the lack of test-taking skills affect test scores. Tests do not measure high-level cognitive skills, such as the ability to analyze, synthesize and evaluate information.

Appropriate test uses, which will improve the usefulness of test data, include:

- helping students improve skills
- upgrading the quality of a curriculum
- providing additional information for making decisions and comparisons about students and curricula
- removing mysticism and secrecy surrounding testing when reporting test results to parents, students and the public. It is necessary to establish trust and to explain the test results from a perspective of where the student started, the present situation, and where the student is going. This means, of course, that test "language" must be presented understandably, in terms of the recipient rather than the test specialist.

Test Selection and Development

In selecting tests at the local level, many staff personnel need to be involved: administrators, teachers, test specialists, counselors, and a panel to check for biases, as well as curriculum developers. The selection process should involve three steps:

- decide on the purpose of the test
- have all schools taking the test be represented on the test selection committee
- have all tests reviewed by a panel of teachers, curriculum and testing specialists

Several kinds of additional tests need to be developed, such as:

- reading tests for adults
- readily administered and scored tests for adults
- short-term tests of student progress (e.g., one term developmental reading tests:
- all sorts of tests for low-achieving community college students

Participants recommended further that the same school staff who select tests should also participate in test development. While technical assistance from state departments of education, item banks, and outside contractors are all helpful, the perspectives of teachers and administrators are necessary to insure that test purposes are clarified, data are used appropriately, and that the match between testing and instruction is a good one. Teachers and administrators can also offer valuable suggestions to enhance a school's public relations by demonstrating a school's competence in innovative ways rather than by heavy reliance on testing.

Integration of Testing with Program Evaluation and Administration

Integration of testing with program evaluation and administration, and with instruction, elicited the greatest number of comments from participants. These two topics, along with test data usefulness, were their three most important concerns. To connect test results in a meaningful way to administration and program evaluation, and to avoid misusing tests, participants emphasized the need for additional training for program administrators, as well as additional responsibilities. The most salient and beneficial training would include:

- proper selection, administration, and interpretation of tests

- familiarity with the purposes of the test and the program, of test content and the effective use of test results
- skill and tact in explaining and interpreting test results to students, teachers, principals, the news media and the general public

Participants were concerned about special problem areas which needed critical attention in the training program: if program administrators become satisfied with the attainment of minimum competencies only, then this attainment becomes maximum, and all other competencies are ignored. To obtain meaningful and valid data, a test's congruency with a given curriculum is crucial. The results of tests designed to provide information about groups of students should not be used for making decisions about individual students. These examples of misusing tests and test results should be highlighted in the training for program administrators.

Responsibilities of program administrators should include the following:

- continual program evaluation in order to generate valid data, e.g., discarding outdated tests, adding new ones, etc.
- coordinating test adminstration so that one test can share informational needs and serve multiple purposes; this includes supplying data for administrators, evaluators, and teachers
- preparing and involving staff members, parents and all those affected by the testing, in planning the testing program, including inservice training, if necessary. The purposes of the test need to be stated, as well as a description of the test content, how the testing will be accomplished, and how the results will be used. Teachers should have a chance to review the results before any action is taken; if results differ markedly from expectations, further investigation is warranted. Care is needed to avoid an over-reliance on test results. Teaching students to interpret their tests results, and to use this knowledge in making their own decisions, can benefit students as well as the program as a whole.
- program administrators need to use other testing and assessment techniques for program evaluation: information from staff and

the community in addition to students, teacher/student ratios, attendance and drop-out rates, informal community surveys to generate subjective data and to substantiate or challenge objective data, measurement of affective and psychomotor skills, longitudinal follow-up studies to track student performance over a period of years. Information of this type would provide much more valuable results than an isolated, single assessment.

Integrating Testing with Instruction

Similar patterns of recommendations emerged in responses to questions about integrating testing with instruction. Although not stated specifically in terms of additional training and responsibilities for teachers, the suggestions were clear: incorporate teacher involvement in all steps of the testing program, and use test results for changes in the instructional program at the classroom level. Teacher made tests should be used for individualizing instruction, flexible grouping, quick program evaluation, providing feedback to students, developing student self-evaluation, and checking students' mastery of a skill. Teacher-made tests should not be used for inflexible grouping, or be the sole basis for grading or communicating to parents. While other suggestions were given, such as improving and diversifying test reporting formats, getting test results promptly, using diagnostic test and competency scores, the primary emphasis was for increased staff participation in the testing and evaluation process.

Training and Resources

Increasing the involvement of staff members, teachers, as well as administrators, implies additional training. This implication was substantiated by the participants in their recommendations for preservice training for teachers in test construction and validation, incorporating test results into instruction, and prescribing subsequent instruction on the basis of test results. Teachers and administrators need inservice training in presenting, using and interpreting test results. People who interpret test results to the public and to the news media should receive specialized training. Parents and community groups need to participate in the testing program as review panelists or advisory committee members.

Control of Testing

As to the control of testing, participants want clear state guidelines on district responsibilities. Local districts should be responsible for determining what test information is required, what measures are acceptable, and how to find or construct the needed measures. The federal government should disseminate guidelines in clear language regarding compliance issues and questions of equity; it should not be involved in measuring student achievement.

RECOMMENDATIONS: REGIONS VII AND VIII

Kansas City Conference

Participants at this conference were asked to mail to the local conference sponsor recommendations that would be appropriate for follow-up at the local level, the state level, and the federal level. The following recommendations were made:

Recommendations Appropriate to LEA

Participants urged local school districts to conduct inservice training for teachers, counselors and administrators in (a) the use of test results; (b) the development of evaluation procedures and devices, and (c) the selection of appropriate testing instruments. Districts should also advise state departments of education on what should constitute basic education and what tests local districts accept as measures of goal fulfillment. Further, large city school districts should begin to examine other testing alternatives to current testing approaches. One such alternative would be piloting goal-referenced tests which have been calibrated to an item bank through Rasch scaling techniques.

Recommendations to SEA

Recommendations to state department of education included:

- providing seed money to districts interested in exploring meament alternatives to testing
- avoiding establishment of statewide testing programs, especially at the primary and intermediate grade levels
- providing encouragement and knowledgeable support personnel to assist the schools in carrying out the recommendations listed under local school districts

- conducting workshops to familiarize educators with a broad range of evaluation techniques
- using input from local school districts, specify what constitutes basic education in accordance with community expectations and standards within a given state
- devising and implementing a series of tests that will be used for guidance purposes and measurement of achievement, rather than using a single test to measure the degree of success attained.

Recommendations Appropriate at the Federal Level

At the federal level, participants recommended:

- encouraging districts to explore alternatives to norm-referened tests for reporting program results (e.g., Title I). Rasch scaling techniques have potential, and piloting of measurement systems enjoying its techniques should be investigated and supported
- sharing of items and practices of testing and assessment procedures employed by other districts through sponsoring conferences similar to the one held in Kansas City
- maintaining a "hands-off" policy with respect to either establishing standards or measuring results
- providing technical and/or financial assistance as requested
- providing incentive for states to work with smaller school systems in the upgrading of evaluation procedures
- continued upgrading of norm-referenced assessment.

RECOMMENDATIONS: REGION IX

Los Angeles Conference

The following recommendations were gathered in small groups working with a topically arranged form to list recommendations in the areas of:

data usefulness
test selection/development
integration of testing with administration and program evaluation
integration of testing with instruction
training and resources
control of testing

Each small group, guided by a leader-recorder, was assigned one of the above topics to develop recommendations.

The topic which Los Angeles participants stressed the most was the usefulness of tests: how tests and test data have been misused in the past, and how they should be used in the future. Because tests have been inappropriate for their intended purposes, and because test results have been misunderstood by the general public, as well as by parents, administrators, teachers and students, the participants emphasized three prime areas which needed to be addressed: integrating of testing with instruction; training existing and additional personnel regarding appropriate test practices in test development, selection, and use; training existing and additional personnel in the dissemination of test results so as to maxmize the effectiveness of those results for all those involved in the testing program.

Although participants offered suggestions about coordinating testing programs from the local through the state and federal level, most of the recommendations dealt with the three areas mentioned above.

Suggestions for connecting testing with instruction came in response to the inadequacies of typical standardized norm-referenced tests. These suggestions included: increased teacher participation in test construction, selection, and administration; screening tests to determine their fit with classroom instruction; establishing an area or district timeline coordinating the selection, construction and administration of tests, and the sharing of test results for the purposes of motivation, evaluation and remediation; and encouraging broad sharing of test results.

To make test data more useful, participants urged additional training for all test consumers, research in how to use test results most effectively, and an emphasis on using tests to improve instruction. Training should include clarification as to the purposes of the test, an understanding of what is being measured and what can properly be inferred. This training should have a practical orientation, and be conducted in a workshop mode, in order to give the teachers, administrators, students, the community, and the news media feedback on pilot programs. Such training would also allow input from all these groups for planning the year ahead.

In addition to training, alternatives and modifications need to be developed in existing tests and test data. The specific kinds of comments made on the topics of concern were as follows:

Usefulness of Test Data

- test consumers need to know/understand what is being measured and what can properly be inferred
- use of multiple measures - tailored to needs of audience; need for good longitudinal data
- increase student awareness of reason for testing

- simplicity in reported information
- avoid comparisons - e.g., in newspapers, etc.
- districts need to identify with purpose of the test - e.g., to avoid bad testing practices
- need for study on what teachers can do to contact parents with combined data sources
- research study on the role and responsibilities of parents regarding the test scores of their children
- let child, parent, community see scores, for motivation and feedback
- flexible grouping
- tests should provide basis for instruction and teacher/student interaction

Test Development and Test Selection

- standardized tests do not reflect what a district is doing. The assumption of a common curriculum is not valid, so standardized tests should not be used for comparison
- need for locally developed criterion-referenced test that reflects local needs and the local curriculum, BUT,
- need exists to compare with results of other measures occasionally
- need nationwide information so boards of education can make comparisons
- need NIE to foster federal/state/local test cooperation

Integration of Testing with Administration and Program Evaluation

- testing to measure growth, within school referent as opposed to between school comparisons, i.e., effectiveness of program is masked by comparisons
- inform lay/public about meaning of test data
- test sensitivity to program goals and emphasis should be considered in selection and use of tests for program development

Integration of Testing with Instruction

- most useful tests to teachers are diagnostic -- those which identify actual areas of weakness; including item analysis (so we can understand why a child made a particular mistake)
- scores should be organized by skills and subskills (diagnostic approach)
- increase teacher participation in test construction
- give end-of-year test scores to children's new (current) teacher
- plan for remediation - use area or auxiliary staff
- in secondary schools, show scores to students (self diagnosis, self-remediation, motivation)
- in elementary schools, show scores to parents and students; show parents and aides, etc., how to remediate on specific skills
- information is needed on specific weaknesses which whole groups or classes have in common
- give teachers, community, etc. test results as soon as possible
- assure close correlation between test items and curriculum
- establish an area or district-wide timeline which would include test administration, receiving and interpreting results, informing community, remediation, ongoing evaluation, etc.

Training and Resources

- workshops for administrators, teachers, public at all levels in test use/misuse
- training programs via a network
- minimum day concept - money for teachers

Control of Testing

- do not tie funding to deficiencies because schools will not show results that cut off funding
- federal, state, and local cooperation
- NIE to foster economy in testing

RECOMMENDATIONS: REGIONS I AND II

Boston Conference

Participants at this conference mailed their concerns to the Network on an opinionnaire designed to elicit their recommendations. These recommendations are abstracted from the participants' responses to six open-ended questions listed on the opinionnaire form. These questions are:

1. What do you consider to be the three biggest problems associated with testing?
2. How should the federal government be involved in testing issues (i.e., research, conferences, materials development)?
3. How can state departments of education be helpful to school districts in technical issues (e.g., technical assistance, research, information exchange)?
4. How should testing be coordinated across the state, district, and schools to make testing efficient as well as useful?
5. What kinds of tests should be developed at a state or national level to replace existing standardized tests?
6. Are there any other comments about educational testing you would bring to NIE's attention or the Network's attention?

Three Biggest Problems

Northeastern Conference participants expressed most concern about misunderstanding and misinterpretation of test results. There was a widespread sense that nobody understands testing, and some people were concerned about test publishers encouraging secrecy about tests. Most widely felt was concern about the misunderstanding of the public. There were several comments about teachers and other educators' need to know more about testing and how best to use it. These comments relate very closely to comments about trouble finding tests, especially standardized tests, that accurately address their instructional program. In some cases, participants felt that inadequate attention was paid to finding the "right" tests. There was also concern about teachers using test information appropriately.

There was some skepticism expressed about test validity as well. While very few felt that tests were useless, many did mention validity or accuracy of the tests themselves as a problem. There was also some concern that too much reliance was put on the accuracy of one test score and that alternative measures should be used, either instead of or in addition to standarized tests.

Role of the Federal Government

Concerning the federal government's involvement in testing issues, research received top priority. Specific research desired was developing alternative testing methods, improving instruction, coordinating programs, developing local tests, and case studies on test use and misuse. The second highest priority for federal emphasis was as a conference organizer and sponsor; the third priority was for the federal government to act as a funding agent, with materials development a close fourth.

Role of State Departments of Education

State departments of education can be most helpful to school districts on testing issues by providing technical assistance, by acting as an information exchange, and by doing research. The majority of suggestions indidicated that the state should take a leadership role for developing test guidelines, better teaching situations and techniques for skill assessment.

Test Coordination

In terms of coordinating tests across the state, district, and individual schools to achieve greater efficiency, the majority of participants responded positively. Their suggestions all placed the state in the same kind of leadership role described in the above paragraph, but with the collaboration of local school districts. While the recommendations stressed the need for local participation and input, as well as a tie-in to instruction, participants wanted the advantages of contact with other districts and other successful programs, as well as the benefits of coordination in order to minimize duplication of testing efforts. The negative responses revealed participants' fears that increased coordination at the state level would create regimentation, emphasize testing at the expense of learning, and foster the political needs of the state instead of the individual needs of the students.

Test Development

Participants recommended that additional tests be developed, including performance tests other than paper and pencil, and alternatives to standardized tests. Some specific tests needed are speaking and listening assessments, as well as tests measuring creativity, facts, opinions and interests.

Other Comments

The main thrust of these suggestions consisted of requests for NIE to take leadership in fulfilling needs for alternatives to the existing testing situation. Both students and teachers have been caught up in a cycle of frustration, dissatisfaction and failure in the hurry to meet public needs for "back to basics," and to test for state and federal regualtions. Specific needs they wanted NIE to take leadership to fill include requests for:

- models based on a curriculum rather than on tests
- establishment of a staff who could provide on-site training, especially for small school districts, in appropriate uses of tests and test results
- sponsor training programs and conferences to exchange and to disseminate additional assessment and evaluation techniques other than testing
- involvement of practitioners
- emphasizing testing as part of the learning process rather than as an end in itself
- including enrichment in the curriculum rather than emphasize only basic skills

RECOMMENDATIONS: REGION VI

Houston Conference

At the end of the second day of the conference, during small group sessions, participants expressed their opinions and recommendations on the following specific questions regarding testing issues, expectations and directions. In each case the group leader recorded the views of those present. Recommendations on the questions are as follows:

Biggest Problems Associated with Educational Testing

The biggest problems associated with educational testing in the public schools, in the minds of southwestern participants, are:

- using only one test (or only norm-referenced tests) as the sole basis for decisions regarding a student's program placement, or pass/fail grade
- using tests and test results for purposes which they are not intended or for which they are not relevant

The first of these problems was mentioned by three different groups of participants; the second by two different groups. The problems listed below were mentioned once by each group (each group consisted of anywhere between 10 to 30 people):

- overcoming student indifference to testing
- interpreting test results in order to best improve instruction
- poorly constructed teacher-made tests
- too much testing
- lack of bilingual or foreign-language tests
- comparing students
- comparing school districts to promote bond issues or to refuse to raise teachers' salaries

What Kind of Preservice/Inservice Training is Needed?

In order to promote beneficial and appropriate test use, participants recommended that parents and all school personnel involved with students--teachers especially--receive preservice training in the purposes of testing, test construction and selection, interpretation of test results, and how to use the results most effectively to improve instruction. This training should also be presented to students themselves, the school board, administrators, counselors and consultants. Inservice training is needed for the same groups, for the same reasons. Test companies should receive inservice training also, regarding students' attitudes to standardized tests, and teachers' and counselors' opinions on test validity and on the time and costs involved in testing.

What Test Scores are Most Useful?

The most beneficial uses of tests were diagnostic tests for reading and for individualizing instruction. The most useful test scores are grade equivalent scores, percentiles and norm-referenced results for Title I. Some appropriate uses of test results included meeting federal program requirements and objectives relating to gains and losses, or changing instructional design of program, e.g., from a reading program to ESL or oral language development program.

Test Development at the State or National Level

At the state and national level, test development is problematic. Participants felt that because of the diversity of student populations throughout the state and the nation, it is virtually impossible to develop a test to assess all student populations accurately. Many doubted that state level criterion-referenced tests would be any better than the existing norm-referenced, standardized ones, and therefore advised against that alternative. Many others argued that only tests showing students' progress in learning should be developed. Participants stated that the following tests, developed at the state or federal level, would be very valuable:

- minimum essentials or exit tests
- teacher competency tests (with input from teachers)
- tests which minimize cultural bias

Test Development at the Local Level

The greatest need at the local level, in terms of test development, is for criterion-referenced tests which reflect the local curriculum. The next highest priority is equally divided among the following tests:

- short diagnostic tests not machine-scored
- placement tests to identify gifted students and slow learners
- observation of behavior in the affective domain, or tests which indicate peer relationships and self-worth. These are helpful in counselling and in placement.
- bilingual tests
- culturally non-biased tests
- vocational aptitude tests
- tests for composition writing, and for minimum essentials
- alternative tests with non-verbal and/or manipulative subtests
- tests that include sub-tests which may be used independently if necessary, where results are not locked into the total test performance

Selection of Tests at the Local Level

As to the selection of tests used at the local level, all those who need to use what the tests purport to measure should be involved in test selection. This includes teachers, evaluators, principals, counselors, consultants, and minority group representatives, in that order. One group of participants argued persuasively for teachers on the grounds that because teachers are (or should be) in the best position to know what instruction actually occurred in the classroom, they would know what test items accurately reflected that instruction. This group argued further that for each elementary-grade test, three teachers should be on the selection committee: one teacher at the given grade level, one teacher below the grade level, and one teacher above the given grade level. The three teachers would be able to act as a system of checks and balances for each other in choosing appropriate test items and testing instruments.

Kinds of Tests Most Needed

The tests listed below were considered to be most necessary, but not readily available. Each kind of test was mentioned by one group:

- bilingual tests
- tests to identify students for placement in special programs, such as vocational arts
- tests that are not culturally biased (although the group members agreed the results of such tests might not be useful)
- short diagnostic tests not machine-scored
- teacher generated teacher competency tests
- competency tests

Other Concerns

Some participants were concerned with the political uses of tests; for example, to get more funds. Others were concerned with an over-reliance on machine-scored tests, especially for children whose eye-hand coordination is not sufficiently developed to demonstrate valid results using such measures. From the struggles to demonstrate accountability in a culture where everyone must succeed, a clearer awareness developed of the many ways that testing in the school situation has thwarted, regimented as well as revealed the lack of students' success in learning. Simultaneously, testing has increased the stresses on teachers and on students.

RECOMMENDATIONS: REGION IV

Atlanta Conference

At the conclusion of this conference, participants completed a written opinionnaire on which they rated several statements about testing, listed the three biggest problems associated with educational testing in the public schools, and commented on those aspects of educational testing which needed to be brought to the attention of NIE.

These comments, expressing much concern about the effects of testing on children, teachers and on the teaching-learning process, provide an appropriate context for the subsequent recommendations. While participants acknowledged the value of testing, they identified some major detrimental effects of testing on students:

- too much faith is placed in a single, numerical representation of a student's ability or achievement. A student's self-concept can be severely damaged if he/she does not qualify as a result of taking tests. The primary use of test results is to help the student. Testing should not be a series of traumatic, anxiety-filled events every three years, but part of a continuous process of schooling.
- because these negative effects happen to students in a classroom, their teachers and the entire teaching-learning process are also affected. The damaged self-concepts, test anxiety, and labeling caused by a single test score, the many tests taken whose results the student never sees--all these become part of the students' experience, which then become factors that must be dealt with.
- not only must teachers and administrators deal with the effects just mentioned, but they must utilize test results properly in order to improve classroom instruction and teaching practices. When "basics" are emphasized, creative teaching tends to get smothered. Teachers need better undergraduate training in testing and its relationship to instruction, as well as continued in-service training. Because testing has become a high priority among policy makers, and because it is more of a political than an instructional issue at the present, teachers and administrators need more time, involvement, training, resources and support to

> adequately take on these responsibilities. Translating testing issues into policy and into classroom instruction cannot happen without extensive changes.

The implication seems to be: if teachers and administrators do assume these tasks, the detrimental effects of testing will be ameliorated to a great extent.

When southeastern respondents rated seven statements on testing (Item 6 on the Opinion Form), a large majority (60 to 95%) agree that:

1. State departments should provide more technical assistance on testing to local districts.
2. Teacher-training institutes should require all candidates for new or upgraded teaching certificates to take at least one course on testing.
3. Alternative ways to objectively assess student competencies, besides paper and pencil tests, are desireable.
4. An expenditure of up to $10.00 per student per year would be a worthwhile investment in a well-designed district testing program.

The majority (52% to 77%) of respondents disagree with these statements:

1. The federal government should provide more technical assistance on testing to local districts.
2. Teacher-made tests can eliminate the need to purchase commercial test instruments.

The following statement: "One of the biggest obstacles to implementing objective-based testing programs is the difficulty in keeping student records," while receiving a majority of "agree" votes (52%), also received the highest number of "disagree" votes (30%). Undoubtedly, this situation can be explained by the fact that responses to this statement depended on the school position held by the respondent.

When the respondents' ratings are analyzed in terms of their position in the educational system, the interpretations of several responses change.

An investment in a district testing program, for example, is more important to teachers and principals than to specialists in evaluation and research. A higher percentage of teachers, principals, and administrators, compared to consultants and research specialists, view the maintenance of student records as an obstacle to implementing objective-based testing programs.

In the general conclusions and recommendations of southeastern participants, they agreed the Regional Conference on Testing and Instruction was "a successful first effort." However, they clearly expressed a need for future activities of a similar nature, to address more thoroughly and practically the relationship of testing to instruction. The following recommendations derive from their concerns and opinions summarized above:

- more effort should be devoted to sharing experience-based knowledge and expertise among teachers at both state and regional levels
- federal and state policy makers need to broaden their perspectives about assessment to include alternatives to paper and pencil tests, and to acknowledge the immediate and long-range impact of testing on students' lives
- "growth-based subjective evaluation systems" need to be developed to avoid being guilty by default in recognizing the variety of skills, knowledge and achievement that all students possess. This totality cannot be measured by one commercial instrument
- while research results and materials developed from them are necessary, they must be couched in terminology readily understood by teachers and made available at the building level
- teacher preparation institutions need to include adequate training in testing for all teachers in teacher education programs
- state departments of education and local school districts need to take a leadership role in resolving fundamental problems arising from testing and instruction issues

- for all directives regarding assessment and testing programs, state departments of education and local school districts must provide the necessary support services--funds, inservice training, released time, etc.

- state level, as opposed to regional, conferences on assessment will increase the probability of greater teacher participation

- the public needs "frequent, credible and comprehensible reports and information" on assessment programs

- all educators must make efforts to insure that test results are understood and used appropriately. They must also take care that students' self-concepts are not harmed by misusing test results and grades

- educators must "remain open to possibilities" in their efforts to demonstrate their accountability to taxpayers and governing bodies by creating assessment programs. They and we have a "moral responsibility to the future, as well as to the present."

Appendix G

Lists of Participants by Region

REGION V

Cherry Hill School District:	Jim Potter
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Ecorse School District:	Claude Inch
Garden City School District:	Gerri Kjessel Rich Witkowski
Grosse Ile School District:	Harold Streeter
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Livonia School District:	Anthony Aquino Allan Edwards
Melvindale School District, North Allen Park School District:	John M. Overhiser
North Dearborn Heights School District:	Barbara Bowen
Northville School District:	Nancy Soper
Plymouth-Canton School District:	David Rodwell Samuel Ulsaker
Redford Union School District:	Earl Wuestneck
River Rough School District:	William McCollum
Romulus School District:	Marvin Fischer
Southgate School District:	Eugene Parsons
South Redford School District:	Jan Jacobs Jack Knox
Trenton School District:	Agnes Green
Van Buren School District:	Douglas Brown
Wayne-Westland School District:	Clarisse Stafford
Westwood School District:	Patricia Ammon
Woodhaven School District:	John Schultz

Participants, Testing and Instruction Conference
March 27-28, 1979

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NORTHEAST CONFERENCE ON TESTING AND INSTRUCTION
11-12 June, 1979, Boston

ATTENDANCE BREAKDOWN

	● Presenter ● Group Leader ● Conference Staff	● Department of Health, Education & Welfare ● State Department of Education	● Administrator	● Teacher	TOTALS
California	4				4
Connecticut		4	2	11	17
Maine				1	1
Massachusetts	10	22	25	13	70
New Hampshire			1	2	3
New Jersey	1	1	2	3	7
New York	1	1	1	2	5
Rhode Island		4		2	6
Vermont		1			1
Washington, D.C.		2	1		3
TOTALS	16	35	32	34	117

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Newfield, John
Pearce, Kathleen
Pennington, Randy
Rooks, Don
Rountree, Gwen

GEORGIA (cont'd)

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Shubert, Dorothy
Sullivan, Jerry
Sweigert, Ray Jr.
Watts, David
Weber, Margaret
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Cantrell, Jacqueline M.
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Hicks, Ben
Kimbrough, Randy L.
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LOUISIANA

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Beason, Frances
Clements, Ray
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Hall, Gloria
Hamlin, Delores
Horgan, Marlene
Jones, Judith
Leach, Pearl
Le Doux, Clarence
Mulvaney, Kathleen
Peck, Hugh
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Soileau, James V.
Solar, Robert
Twymon, Alfred
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MISSISSIPPI

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Rigby, Larry
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NORTH CAROLINA

Burch, Jim
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Hellman, Mark
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SOUTH CAROLINA

Boling, Benjamin
Cureton, Jennye
Davis, Johnny
Flynn, Kohlan
Hawisher, Margaret
Hunter, Harriet
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Mizell, Hayes
Mullen, Jeanette L.
Nesbit, W. Ben
Peterson, Terry K.
Phillips, Jean
Reeder, Henry
Reid, Marshall
Rex, Ann
Sandel, Dan
Sandifer, Paul D.
Taylor, Joel
Taylor, Nelle H.
Trammell, Mrs. Harrison
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West, Ron
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Williams, Charlie G.

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Graham, Dolores
Minor, Joe
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Appendix H

CSE Project Participants

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CSE PARTICIPANTS

EVA L. BAKER is Director of the Center for the Study of Evaluation and professor in the UCLA Graduate School of Education. Her area of specialization is evaluation and instructional development. She has written extensively on the topics of evaluation, testing, teacher education, and instructional research and development; Baker is frequently requested to consult with federal, state, and local educational agencies. She is a Member-at-Large of AERA, and is a member of the AERA Standing Committee on Research Training, and the CEDaR Board of Directors. Baker directed CSE's evaluations of the California Early Childhood Education Program and School Improvement Program.

JANE COOGAN BEER, Director of Public Information, is responsible for institutional contacts with professional, political, community, and university organizations and individuals. She coordinates CSE conferences, colloquiums, and visiting scholars, and provides information services to project staff. Ms. Beer, who received a B.A. from UCLA, has been with the Center since 1969.

JAMES L. BURRY joined the Center in 1967 and has been Managing Editor of Evaluation Comment since 1970. He is currently directing the Regional Conferences on Testing and Instruction. His other recent activities include directing CSE Field Services, directing the Technical Assistance Project for the California Bilingual Census, and working with the Teacher Corps, the R&D Utilization Program, the Women and Minorities Training Program, and Dissemination Services. His experience in evaluation also includes development and implementation of training packages and consultation with school districts and state education agencies.

LINDA GALE POLIN received a B.A. in English at UC Santa Barbara and an M.A. at the UCLA Graduate School of Education where she is currently a doctoral student in learning and instruction. Prior to joining the CSE staff she worked on a multimedia instructional program for handicapped students in mainstream classes through a contract with the Bureau of Education for the Handicapped; she has also been a teacher's aide at the elementary and adult levels. Polin's responsibilities at CSE have included the EBCE Audit; writing and presenting training sessions at the Regional Conferences on Testing and Instruction; research on writing domains; the development of eighth grade reading, writing, and math measures for the California School Improvement evaluation; and special short-term evaluation efforts.

SHELBY POPHAM received a B.A. in English at UCLA, and is concurrently enrolled in graduate programs at UCLA in the Department of Comparative Literature and T.E.S.O.L. She has assisted with many CSE projects.

JAN SUTTON has an M.A. in English from UCLA and is a doctoral student in the UCLA School of Education program in learning and instruction. She has taught many high school subjects, and worked as a high school counselor, training teacher, and curriculum specialist for the Los Angeles City Schools. In addition to this present project she has participated in CSE's project on Evaluation and Decisionmaking in Local School Districts.